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ABSTRACT

This Winter 1973 issue of the Title III Quarterly includes articles on such topics as (1) guidance in career education; (2) an innovative approach to decentralizing and individualizing pupil services; (3) a team approach to guidance; (4) new dimensions in the use of guidance personnel; and (5) a comprehensive program for improving guidance services in Texas. It also includes several short descriptions of innovative counseling programs across the nation, several editorials by persons well-known in the field of guidance and counseling, and a state-by-state listing of ESEA Title III projects in guidance and counseling. (HMV)

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The Title III Quarterly

Winter 1973

TITLE III

IN

GUIDANCE AND COUNSELING

National Advisory Council on Supplementary Centers and Services

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Title III in Guidance and Counseling



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Dallas H. Smith
Member, National Advisory Council

When Title III of the Elementary and Secondary Education Act was amended in 1969 to include guidance, counseling, and testing, as provided for under Title V-A of the National Defense Education Act of 1958, two laws with largely dissimilar immediate goals and operating philosophies were combined. Whereas the Title III approach to education emphasized innovation and change, NDEA V-A was concerned largely with the establishment, upgrading, and maintenance of guidance, counseling, and testing programs in our schools.

Until the advent of NDEA V-A in 1958, guidance, counseling, and testing was either nonexistent or woefully inadequate in most of our schools. Until then, comparatively few educational administrators recognized the need for this very essential element in education. And many of those educators who did acknowledge guidance and counseling as an indispensable part of education were severely restricted by school budgets, in which the established and more traditional components usually won out in the competition for funds.

Naturally, there was an initial lag in the development of guidance, counseling, and testing projects, which did not begin to emerge under the jurisdiction of Title III until 1970. With state advisory councils and state Title III administrators conditioned to the innovative approach to general educational concerns, this was largely the type of project funded. Some states, however, permitted the allocation of funds for guidance and counseling projects under the developmental and maintenance principle provided for under NDEA V-A and incorporated in the amended ESEA Title III legislation.

In the approximately three years in which the two titles have been merged operationally, most states have funded guidance and counseling projects under the aegis of innovation, with testing included with those in which it was applicable. At present, some 44 reporting states, American Samoa, Puerto Rico, and the American Virgin Islands have 468 projects going. Thirteen of the states, most of them large industrial states which are also educationally progressive, have included a total of 87 projects in career and occupational guidance and counseling, with 13 additional related projects. Two of these 13 states reported five group guidance projects, one in placement and four involving a school system, district, or areawide project.

When the short time in which the merger of the innovative and the developmental and maintenance approaches to

guidance and counseling has taken place is considered, tremendous progress in this field has been made. However, we are only in the beginning stages as a nation in providing adequate guidance and counseling, particularly in helping American youth progress more systematically and intelligently toward career goals.

The advantaged and the disadvantaged, the handicapped, and gifted youth all need more, and more reliable, guidance and counseling. All can and should be provided with it, not only for the welfare of the individual, but in the public interest as well.

We must supply better training and upgrade the skills of our school counselors, both those on the job and those preparing for counseling. One of the greatest deficiencies in counseling today is not only a lack of knowledge of occupations, but a lack of "feeling" for them. There are not enough counselors to function on a one-to-one basis with students, and perhaps there never will be in our schools, so group guidance must be used far more and made much more effective.

Very little placement counseling is available, either for the potential dropout who could be guided into occupational schools or for the student who expects to go to work on completion of high school or should go on to technical or other training.

The greatest educational need in America today is to help our youth prepare realistically for life-fulfillment, in which daily work is still a preponderant part. In spite of far-out predictions, our work still takes more of our waking hours and energy than anything else we do, and it will continue to do so for the great majority of Americans in the foreseeable future, if not for all time.

How can we, therefore, afford to neglect any aspect of education that will contribute effectively to more meaningful career choice for our youth? How can we fail to help our young people to more adequately develop and match their potential abilities with their opportunities? How can we shortchange the efforts and aspirations of young Americans to choose work they can do well and enjoy and in which they may best serve society?

Until sound guidance and counseling becomes an integral part of our educational system and central to curriculum development, we will fail to effectively help youth achieve their highest and best in skill and will, and to find meaning and purpose in our technological world, made even more complex by the space age in which we now live.

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A Countywide Comprehensive Guidance Program

The Prince George's County, Maryland, public school system is the tenth largest in the nation. The county, which is suburban to Washington, D.C., has grown more rapidly than any other section of that metropolitan region in the past ten years, and the school system now serves 162,000 youngsters. The population is racially mixed, and the county has experienced major school desegregation problems.

Faced with the challenge of providing guidance and counseling services to this school population, the Department of Pupil Services conceived, early in the 1970's, an innovative approach to overcoming the problem of size of the system and extending pupil services, including guidance and counseling, to all children, from kindergarten to high school. Under a Title III grant in 1971, a multi-faceted program was created, based upon a "cluster concept," which broke the school system down into 17 clusters of schools, each composed of a community of feeder schools on a K-12 basis.

The Cluster Schools Concept

The cluster concept seeks to deal with the rapid expansion and diversity of the county's population by placing on the teams assigned to work with each cluster of schools the responsibility for identifying and meeting pupil services needs at the grassroots level. Because of its emphasis on the clustering of schools by communities, the plan also provides the basis and impetus for the continued expansion and further development of programs in cooperation with community agencies and resource people in addition to pupil services personnel.

Certain of the community clusters of schools, because of racial tensions, economic situations, or cultural variations, are potentially more demanding of pupil services than others. The cluster plan provides in two ways for utilizing personnel to meet these needs. First, personnel are assigned in ratios, as well as in terms of experience and expertise, in accordance with the cluster's potential for problems. Second, teams of personnel can be deployed readily within the cluster or between clusters to meet an emergency situation and still provide basic coverage to all schools. In similar ways, cluster teams can be deployed and redeployed to meet varying school and community needs as they occur throughout the school year. Such situations need not be of a crisis nature but might be the result of a concentrated effort to accomplish some specific objective.



Career Development Project—Elementary Level

The cluster concept for organizing pupil services is consistent with the county's plans for the decentralization of the total school system, and in fact, the cluster concept for pupil services, implemented experimentally in 1970-71, provided a forward thrust for the county's decentralization efforts in administration and instruction. Special education personnel and reading specialists are assigned by clusters, regular meetings of school principals have been scheduled in terms of the cluster plan, and instructional generalist supervisors have cluster assignments.

The county is divided into three regions, each of which has from four to six clusters of schools. The clusters range in size from 12 to 22 schools, with each consisting of a senior high school and its feeder junior high and elementary schools. The pupil services team assigned to any one cluster may range in total number from 15 to 35 persons and is

made up of counselors, pupil personnel workers, one or more psychologists, and health personnel.

Each pupil services cluster team is organized under the leadership of a captain, who is a school counselor selected to call and chair meetings of the team and to represent the cluster at administrative meetings, and a non-school based co-captain who shares leadership responsibilities. These two persons join with principals of two of the cluster schools, an instructional supervisor responsible for the cluster of schools, and the pupil services supervisor responsible for the schools in the cluster, to form a leadership group, which in turn works with a regional supervisory team. The entire Pupil Services operation is under the supervision of a county pupil services team.



Career Development Project—Elementary Level

Walk-In Evening Counseling Centers

The pupil services team for each cluster brings services into the schools and also assigns its members to staff non-school-based counseling centers. During the 1972-73 school year, each of the county's three regions has three Evening Walk-In Counseling Centers, each of which is staffed by a team of four or five pupil services personnel, including counselors, psychologists, and pupil personnel workers. The evening centers are meant to serve the adult community as well as youth and many of those who come are parents. Others who are served are dropouts, recent graduates, veterans, and persons from the community at large. For students, however, the evening centers seem to have special

advantages: there is no pressure of bells ringing for the next class period, so you—people can talk things through at their own pace; and the atmosphere is free of the "hidden agendas" of school policy and school conflicts. "The kids are closer—they feel they are part of us—they are more relaxed—they feel looser."

Both individual and group counseling is provided in the walk-in centers—for which there is no fee, no appointment need be made, and no one is asked to identify himself. Record-keeping is minimal, though the counselors work with community agencies for referrals when this is indicated in line with the centers' effort to provide multi-services. Counseling areas include parent-child conflict, student-teacher conflict, school adjustment, marriage-family conflict, behavior problems, emotional development, learning problems, career information, college information, drug problems, draft information, and social problems.

For evaluation of the services provided, each staff member is asked to record all conferences by the type of problem and disposition of the case, composite reports are sent monthly to the Director of Pupil Services, a written evaluation is submitted by each staff member at the end of the year, the center coordinator submits a complete statistical report at the end of each semester, and a random sampling of clients is asked to complete and mail to the Director of Pupil Services a postcard indicating the helpfulness of services received as well as any recommendations they care to make.



Group Counseling—First Grade

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Group Counseling Training Program

In another response to the size and rapid growth of the Prince George's School system, and the increasing demands for more counseling services, the Title III program has developed a Group Counseling Training Program. The utilization of group counseling techniques is one means of increasing a counselor's reach and efficiency, but the technique is relatively new for many counselors. A systems approach to resolving the problem of training counselors for group activity was planned, and each counselor in the county system is now expected to participate in training sessions which are directed toward the techniques of group counseling as they apply to the specific needs of the county's schools.

During the first year of the three-year program, a complete practicum, together with backup services, was provided by two psychiatrists from Johns Hopkins University in Baltimore, Maryland. The county provided supervisory staff to work with the consultants and counselors, and three workshop credits were awarded to those completing the training program. In the second year, all new counselors participated in a similar program, and experienced counselors worked with the supervisory staff in small groups to develop their skills further in specialty areas.

Training sessions were conducted for 90 minutes, one day every other week for 15 weeks, in groups of approximately 12 to 15 participants. Schedules were arranged so that not all counselors were away from the guidance office at the same time, and the sessions were held in various locations so as to minimize travel. The focus of these training sessions was on critiquing tapes and discussion groups which the counselors were conducting throughout the year; and since the sessions were held at two-week intervals, there was ample time for counselors to return to their schools and to apply the techniques and ideas developed in the training seminars.

The first year of the program saw the establishment of 1500 groups in the schools, involving 14,000 youngsters, and conducted by 194 counselors and pupil personnel workers. As the program expands further, teachers and parents will become actively involved. Some teacher groups and parent groups have been established and are directed toward the remediation of student difficulties and the prevention of problems through an understanding of the parent-child relationship.

The Career Satellite Program

Forty-nine per cent of the graduates of Prince George's County high schools do not continue their education, but seek immediate employment. The Career Satellite Program, operating within the framework of the cluster plan, is designed to involve the greater utilization of community resources within the county for the purpose of providing information and experiences which will aid pupils in career planning and occupational choice.

Assignment of a career development specialist to three pilot clusters was intended to encourage the development of satellites of career groups composed of volunteers from the community who would serve as resource persons in the career development aspects of the program of the schools in that cluster. Through the coordination of the specialist, these resource persons provide information on their work areas to interested pupils, provide on-the-job experiences whenever possible, and are in general a source of practical

expertise in various job fields. As an example, a medical satellite group might include doctors and nurses, members of the staff of a local hospital, a college representative, parents, teachers, principals, and counselors.

The basic philosophy of this aspect of the project is that school staffs must develop their own career-oriented programs, with their shared experiences serving to stimulate these activities. The career development specialist assists in initially contacting community resources and soliciting their support, and following this, inschool personnel assume the responsibility for school-community liaison. This arrangement has the advantage of the school-based expert working directly with the business, industry, or agency expert in planning fruitful programs for the students.

The objective of career education as the Satellite program uses it is that it is to be a means of showing the relationship between what students are doing in school and the world of work. Emphasis in grades K-6 is on developing interests and attitudes; in grades 7-9, exploratory experiences in careers and avocations and educational decisions are added to the picture; and in grades 10-12, career decisions may be formulated.

Students involved in the program are asked to evaluate the Career Satellite approach and compare it with "conventional programs," and follow-up studies will be conducted to determine the influence of the program in the transition from the classroom to the world of occupations.

The Registrar Program

Again in an effort to extend the effect of each counselor, and to provide more counseling for more students, the Title III project includes a component which relieves counselors of duties which traditionally take a very large portion of their time. Forty per cent of the students in Prince George's County make application to colleges, and the record-keeping and transcript preparation involved in this, together with the number of transfers into and out of a suburban system of this size, creates a real need for efficient record maintenance.

The project staff believed that well trained high-school-graduate registrars could assume the responsibilities of checking pupil records, completing transcripts, computing class rank, scheduling interviews with college admissions and employment counselors, maintaining educational and occupational information files, and registering pupils for scholarship and employment examinations.

In the first year in which the registrar program was in operation, it increased the time which counselors spend in actual counseling with students by eleven per cent. The registrars increasingly demonstrated their ability to assemble and organize data and to prepare reports from these data, and additional registrars were added in the second year with local funding.

Specific duties of the registrar are many and varied. Examples include:

- Maintains comprehensive records system for students (entrants, withdrawals, graduates).
- Initiates cumulative folders when necessary, updates others by entering subjects, grades, credits, and test scores.
- Checks records to assure that students are enrolled in required courses and refers necessary cases to counselors; records changes of students' programs.

Summarizes and prepares transcripts for students transferring to other schools.

Computes cumulative averages and prepares rank listing of students at end of junior year.

Types transcripts of students for colleges, places of employment and military service, signs and certifies accuracy of these transcripts.

Checks records of seniors for graduation requirements, prepares diploma lists, and checks diplomas for accuracy and completeness.

Composes correspondence for signature of principal and counselors.

Contacts sending schools to clarify records received and to request additional information.

Corresponds with state and federal agencies for evaluation of records of out-of-state and foreign students.

Corresponds with colleges and universities, employers and testing services, re: announcements, registration, clarification of information.

Interviews students and parents for additional information.

Prepares and maintains a variety of forms, memoranda, and records relating to pupil accounting.

Prepares graduate follow-up questionnaire and compiles statistical reports.

Supervises student aides.

PULSE Program

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The final component of this project is an effort to extend counseling services to the parents of physically handicapped children. Entitled PULSE for Parent Understanding through Learning and Shared Experience, this project is operating in three special schools during 1972-73. Trained psychologists work one afternoon and evening each week with parents of orthopedically handicapped children to help them understand the special needs of their youngsters and how to cope with these needs. Consultation is also provided to the teaching staff. Emphasis is on child management, parent-child communications and especially on the child's self-concept.

Video tape recording is used extensively as one means of increasing parent and staff awareness of the needs of the children.

The Prince George's program addresses one of the most significant concerns in guidance today: How can the services of trained counselors be extended so that all students are served? With the support of Title III funds, this school system has been able to implement creative new methods of using its guidance resources.

Dr. Annabelle E. Ferguson, Director, *An Innovative Approach to Decentralizing and Individualizing Pupil Services*, Prince George's County, Maryland.



Group Counseling—Elizabeth Seton Parochial High School

A Model Guidance Program

The goals of the Palo Alto City Unified School District's Title III project in guidance and counseling are to provide students with new options for decision-making, to provide a better quality of information to all those concerned about guidance, and to bring about a positive interpersonal atmosphere in the six project schools. The program includes operation of a peer counseling program; the development of guidance objectives with specific student, staff, and parent outcomes; and development of an extended resources center.

New Dimensions is based upon a continuing effort in California schools to utilize systematic management techniques in the operation of guidance and counseling programs, with accountability established through the assessment of student needs, the selection of alternative solutions to accommodate those needs, and program evaluation. Under a Title III grant in the fall of 1971, the Palo Alto Guidance Department focused its pilot program on an effort to become more *precise* while covering a *broader range* of activities. The department aimed to become more systematic, more consistent, and more specific in defining the outcomes of a broad range of guidance activities, including individual cases.

Setting Objectives

A listing of high priority needs for Palo Alto students, based upon an assessment, included the following:

1. A greater variety of meaningful guidance experiences.
2. Learning experiences providing meaningful, organized affective as well as cognitive learning.
3. Opportunity to acquire interpersonal communication skills, to be used in ways that improve the interpersonal atmosphere in the school.
4. Opportunities to get information about life styles and careers at the time the student is interested.

A top priority need for the guidance staff was seen to be a sound system for judging the effectiveness of their activities in meeting these needs. The desirability of job descriptions written in "outcome" terms became even more apparent during the first year of the project's operation as the result of legislation passed during that time by the California state legislature, bearing upon accountability in education.

To implement the training of counselors in objectives-setting, the project designed guidelines, incorporated in a worksheet referred to as COPE, for the four central elements: Concern (or purpose), Outcomes (or objectives), Process (or activities), and Evaluation (or evidence). The guide asks a series of questions to lead the counselor's thinking in each of the four areas.

Under Concern: What is the situation? Who is the target population? What is the level of priority? What evidence is there that this is a real concern? Why is this a guidance responsibility?

Under Outcomes: What measurable or observable behaviors are expected? What frequency or level of behavior is acceptable? Under what conditions will the behavior take place?

Under Process: What activities are planned to produce the desired behaviors? Which personnel will perform these activities? What is the schedule for the activities? What materials or other resources may be needed?

Under Evaluation: What kind of evidence will show the outcomes were reached? What methods will be used to collect this evidence? Who will gather the evidence? What will be done with the evidence that is collected?

The rationale for objectives-setting which is to be kept in mind by guidance personnel at all times is simply: Do your services really make a difference in the lives of the children, youth, parents, and school staff you serve? To answer the question, counselors find that they have need to communicate clearly what the results of guidance activities are, to plan and provide services which meet most important needs at the time of need, to provide evidence of outcomes which is understandable to budget planners, and to receive systematic feedback from their activities.

Peer Counseling

In the effort to find alternative methods of meeting the needs identified in the assessment as having high priority among students, *New Dimensions* created a Peer Counseling Program as a pilot project in March, 1971. The program recruited students ages 11 to 18 (seventh through twelfth grades) in all of the district's secondary schools. These students received 12 weeks, or approximately 18 hours, of training and were then assigned to peer counseling tasks.

Commitment to the program was tested by requiring that students meet certain standards. They had to come to training on their own time, either after school or in the evening, and if it was necessary for them to miss one of the weekly one and one-half hour sessions, they were required to make it up at some other time during the week. Training was conducted at a centrally located school and the students were expected to get to the meetings on their own. Following the completion of training, a student could decide to continue in the program, or not, and if continuing, could decide to accept an assignment or not. All students continuing were required to attend a weekly practicum group for ongoing supervision.

Care was taken to inform a variety of groups within the school community before launching the peer counseling program, which would affect many people and many existing programs. Guidance staffs in the six secondary schools were asked for suggestions and help, the district's psychological staff was informed, and the P.T.A. boards of the schools were visited to present the idea and to obtain reactions. All groups supported the effort, and time spent in this way prevented many potential difficulties and problems.

A variety of recruiting methods was used, including asking teachers for recommendations, visiting classrooms to speak to the students, and writing bulletins to be read by teachers to their classes or posted. Judged by the numbers of students who responded, it appeared that visits to the classrooms were the most effective in informing students of the program.

Students who signed up for training were divided into twelve small groups, each approximately ten to twelve in number. To accommodate the varying schedules of students, training groups were held each afternoon of the week and two nights, with the afternoon meetings at 3:30 and the evening sessions at 7:30. Once a student had indicated a particular day, he was expected to continue in that group throughout the entire training. Since all groups contained students from all six schools, there was a mixture of junior and senior high students in each.

Each group was led by an adult supervisor, initially professionally trained people who volunteered their time, including three psychiatrists from the Stanford Medical School, a psychiatric social worker from Stanford, the Director of Guidance of the school district, the Director of Guidance Research in the district, a counselor, two psychologists, and the project coordinators. These people met on a regular basis to coordinate the supervision and to continue planning for the program.

Each group was organized with a student leader, chosen on the basis of previous experience as indicated on his registration sheet, and two student observers. The student leader was to learn to lead a group based on the model of the adult supervisor, and the student observers were to observe without participation what was happening during the group meeting. The last half-hour of each session was devoted to reports from the observers as to what they had noticed, this stimulating further interaction in the group. In some groups, student leaders and observers were changed each meeting; in others, the same leaders were kept throughout the training.

Content of Peer Counseling Curriculum

Three major themes were covered in the training program. They were: Interpersonal Relations and Communication Skills; Persistent Problems and Issues of Adolescents; and Particulars of the Peer-Counseling Role (Strategies in Counseling). Approximately four weeks were devoted to each of these themes.

Session 1. Before beginning to meet in their small groups, students came together in large groups to play the Life Career Game, a simulation activity which illustrates both decision-making and typical counseling problems. The experience of the project's first year indicated that this was a valuable "ice-breaker," and the content of the simulation could be used for discussion throughout the subsequent training sessions, but it was concluded that the game would be more effective if played in the small groups rather than a large one.

Session 2-5. Interpersonal Relationships and Communication Skills. These four weeks were spent in learning to relate on a one-to-one basis and in a group. Verbal communication (vocabulary used, pace of conversations, distortions in meanings, and the ability to start conversations) and non-verbal communication (body movements, tone of voice, posture, dress, and stereotypes which affect communication) were studied. The training alternated between talking about these factors and practicing them in role-plays and other types of exercises. Students indicated that they learned a great deal from such sessions.

Sessions 6-9. Persistent Problems and Issues. These sessions were spent in studying the kinds of problems which students might bring to fellow students. The members of the group quite naturally brought up their own problems and questions, thus providing the content for the sessions. The persistent issues discussed were: the relevancy of school and academic motivation; deviation from the norm (drug use, emotional and psychological disturbances, the physically handicapped, unwanted pregnancy, ethnic and racial differences); family relationships and problems; and future-planning and goal-setting.

Sessions 10-12. Particulars of Counseling. These sessions were devoted to such concepts as the difference between counseling and advice-giving, the ethics of counseling and confidentiality, limitations of the role of peer counselors, getting started on an assignment, and the availability of consultation help in the school. During this time, junior high peer counselors began their visits to the sixth-grade classes in the district. These visits were both to initiate them into a counseling role and to let sixth-graders know that there would be a group of older students in the junior high who would be available to them when they came to the new school. As the students made these visits, they reported their experiences to their training group sessions.

Counseling Assignments

In the fall following the first series of training sessions, 98 of the original 162 students who had completed the program returned to begin their assignments. Of those who did not choose to continue, some had left the school district and others felt they did not wish to accept assignments, for a number of reasons. Those who did were asked to indicate the general area in which they wished assignments, as well as the age group in which they were interested.

A large number of students indicated an interest in working with elementary children. This had not been anticipated, but teachers and principals of elementary schools were immediately contacted and asked to request services of peer counselors if there was a need for such help. As a result, almost half of the peer counselors began their work at various elementary schools.

During the time that possible assignments were being identified, all students were assigned to practicum groups, led by the supervisor-trainers. Meeting once a week to discuss experiences as they began assignments, the students continued in the weekly practicum sessions throughout the year, and the meetings developed into in-depth training for specific tasks, as well as problem-solving sessions as peer counselors encountered difficulties.

In addition to the elementary school work, peer counselors are working with physically handicapped students returning to the regular school program, with mentally retarded students moving out of special classes, with students new to Palo Alto, and with transition students (6th graders moving to junior high, 9th graders entering high school). They are doing academic tutoring, having structured interviews with students about particular information, and individually counseling students requesting or needing help either socially or academically. As the program became recognized, there were more and more requests and suggestions as to how the counselors might be used, from drug counseling to co-leading with teachers specially oriented group counseling sessions. Two types of peer counselors are most in demand: boys and minority-group students.

As the first year progressed, peer counselors were sought out by other students independently of any programmed contact. Also, the counselors, gaining confidence, asked for assignments within their own age groups in their own schools.

Training Supervisors for the Peer Counseling Curriculum

To provide for continuing training based on more thorough recruitment, additional supervisors were needed, and a training course for potential supervisors was begun. It was opened to counselors, psychologists, administrators, teachers, or parents interested in the program; and as with the peer counselors, the only requirement for entering the training was a commitment of time, with each person asked to complete an eight-week program.

Recruitment of the second class of peer counselors was conducted by the trained students, who visited classes in their schools to tell other students about the program. Also during the project's second year, a general guide to other school districts as to how to start peer counseling programs was developed, with suggestions and materials that can be used to adapt the basic framework to the needs and situations of individual school districts.

Evaluation of the Program

The peer counseling program is being evaluated by a variety of instruments, studying the changes to the peer

counselor himself and to the persons with whom he has worked, as well as possible changes in the school environment and in services provided students. Data are also being collected to study the peer-counseling population in terms of range of characteristics, types of people, and motivations for entering the program. Students who dropped out of the program are being interviewed regarding their reasons for doing so.

A program such as this, which involves large numbers of students from different schools, faces an on-going problem of communication. To correct for this, as well as to keep the supporting constituents of the program within the school district informed, a peer counseling news bulletin is issued periodically, and other methods for maintaining unity and morale throughout the program are being explored.

Extended Resources Center

The Resources Center component of the *New Dimensions* project is based on the belief that the future model for guidance services needs to include human and information resources on a flexible basis at times and at places not limited by traditional school hours and building requirements, and that differential staffing may result in new methods of training and deploying persons working to achieve the goals of guidance.

"The Extended Resources Center," says an informational brochure, "reaches into the community to tap resources that can be used by the schools, brings people from the community into the classroom, or takes students out into the community to enrich the learning process. It serves as the central coordinating effort. The aim is to serve teachers, parents, and the community. The Center is continuously gathering, organizing, evaluating, and updating information for a districtwide data bank on people with special skills, talents, accomplishments, interests, knowledge, experiences, and hobbies . . . on places for field trips, to observe natural resources, laboratories, operations, and collections . . . and things that can be shown in the classroom: displays, artifacts, collections, books, slides, films, and performances."

The Center is intended to be an extension and coordination effort to enhance the effectiveness of ongoing programs in guidance and counseling and classroom instruction. It provides a means for quickly identifying areas of need as they arise and locating or developing resources to meet such needs. The staffing of the Center includes fully credentialed professionals, auxiliary personnel, volunteers, and students; and it is housed in one of the project schools. The resources being provided or planned are training in affective education programming, a speakers and skills demonstration bureau, a multiombudsman service, test-taking counseling, vocational counseling and testing, and legal rights counseling for minors. The center will be available to students after school and in the early evening hours.

Dr. Dick Carey, Director, *New Dimensions in the Use of Guidance Personnel*, Palo Alto, California.

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A Team Approach to Guidance

When University City, Missouri, changed in the short space of ten years from an upper-middle-class suburb to an integrated working-class community, the guidance and counseling program in the city's schools lagged far behind. Methods and philosophies which had been geared to the needs of college-bound students were failing to meet the needs of a new student body.

Assessment of Needs

The University City School System tested its perception that there was need for change in guidance and counseling by a needs assessment, implemented through a Delphi-type survey in which successive rounds of questionnaires were used to elicit progressively more carefully considered group opinions. All professional staff members and a statistical sample of 200 students, 200 parents, and 75 community organization representatives were asked in an open-ended questionnaire to state their perceptions as to the most critical needs of the education programs, and to offer specific suggestions for meeting them. From the content of the first round of questionnaires an itemized list was prepared and returned to the referent groups for a weighing of priorities. The four groups, working anonymously and independently of each other, agreed that there was need of substantial change in guidance and counseling procedures if the schools were to reach individual student concerns, improve career motivation and orientation, and provide relevant curriculum.

Project Structure

On the basis of this needs assessment, University City applied for and received a Title III grant through the Missouri State Department of Education for a guidance project. The objectives of the program were defined as: (1) to update counseling services and bring them into the mainstream of student life and needs; and (2) to provide a broader base for feedback on student, teacher, and community needs and how the guidance program is meeting them.

The approach to these goals which was developed by staff members from both elementary and secondary schools in the district involved the creation of guidance and counseling teams in the project schools, to be made up of counselors, teachers, students, and paraprofessional aides. Each





team would be a flexible change unit within its school, assessing student needs and developing new guidance programs or modifying existing ones. The possible activities of the teams were not explicitly defined, because it was felt that such definition would defeat the primary purpose—that the teams should be free to respond to student needs as these developed and were identified.

The guidance team concept was introduced to the faculties of the participating schools by administrators and counselors. Teachers were invited to volunteer for participation in the program, and students also were informed of it and given opportunity to volunteer.

In the first project year, five teams were formed—one at a public elementary school, one at a parochial elementary school, and three in the senior high school, one each at sophomore, junior, and senior levels. Four teachers were placed on each team, two students were included on each of the high school teams, and one high school student was assigned to each elementary team. An effort was made to have the students representative of a cross-section of the school population.

The selection of paraprofessionals to serve on the teams was carried out by a committee made up of representatives from each of the teams, which interviewed all applicants. Guidelines used for judging candidates included ability to relate with students, willingness to work in a team situation, and a background of at least two years of college education. One paraprofessional was then added to each guidance team.

During the summer preceding the first project year, a one-week workshop designed to develop the teams as working units was conducted by faculty members from the Uni-

versity of Missouri and St. Louis University. The first half of the session was devoted to training the participants in communication skills; and during the remainder of the week, each team worked on developing goals for its particular school, based on the needs of that school as defined by representative teachers, students, and parents whom the teams contacted to ask for an expression of their concerns about the school program in general and guidance services in particular.

Program Development

Each of the three high school teams developed a program to respond to the needs of the students whom the team represented. At the sophomore level, the team decided to place most of its emphasis on helping students who were having attendance problems. The help of the faculty was requested, and a tutoring program was set up for students who had fallen behind in their work because of irregular attendance. The sophomores also began to study ways of making the curriculum more relevant to all students, since the student members of the team felt their concerns in this area reflected the feelings of most of their classmates.

The junior guidance team set as its goal the development of a career-orientation program in the high school, since a survey taken by the team indicated that students felt a need for more information about careers and the preparation required for them.

The senior team polled a group of graduating seniors and found that the greatest concern at this level was for a job placement center. The team is calling on resource persons in the community to create such a center, and the team members are also meeting with each graduating senior (500) to help with plans after graduation. Students who have not made plans are receiving special help from the counselors on the team.

The public elementary school team set as its major goal the development of a "guidance class." Each child meets in his guidance class once a week for 45 minutes, to participate in programs designed to help children explore their attitudes about themselves, toward others, and toward the school. The programs are developed by the teachers and counselors, and the class is conducted by a counselor and/or a paraprofessional.

In the parochial elementary school, there had been no guidance program prior to the project. The team effort in that school is to develop ways to train classroom teachers to provide guidance services.

Outcomes of the Program

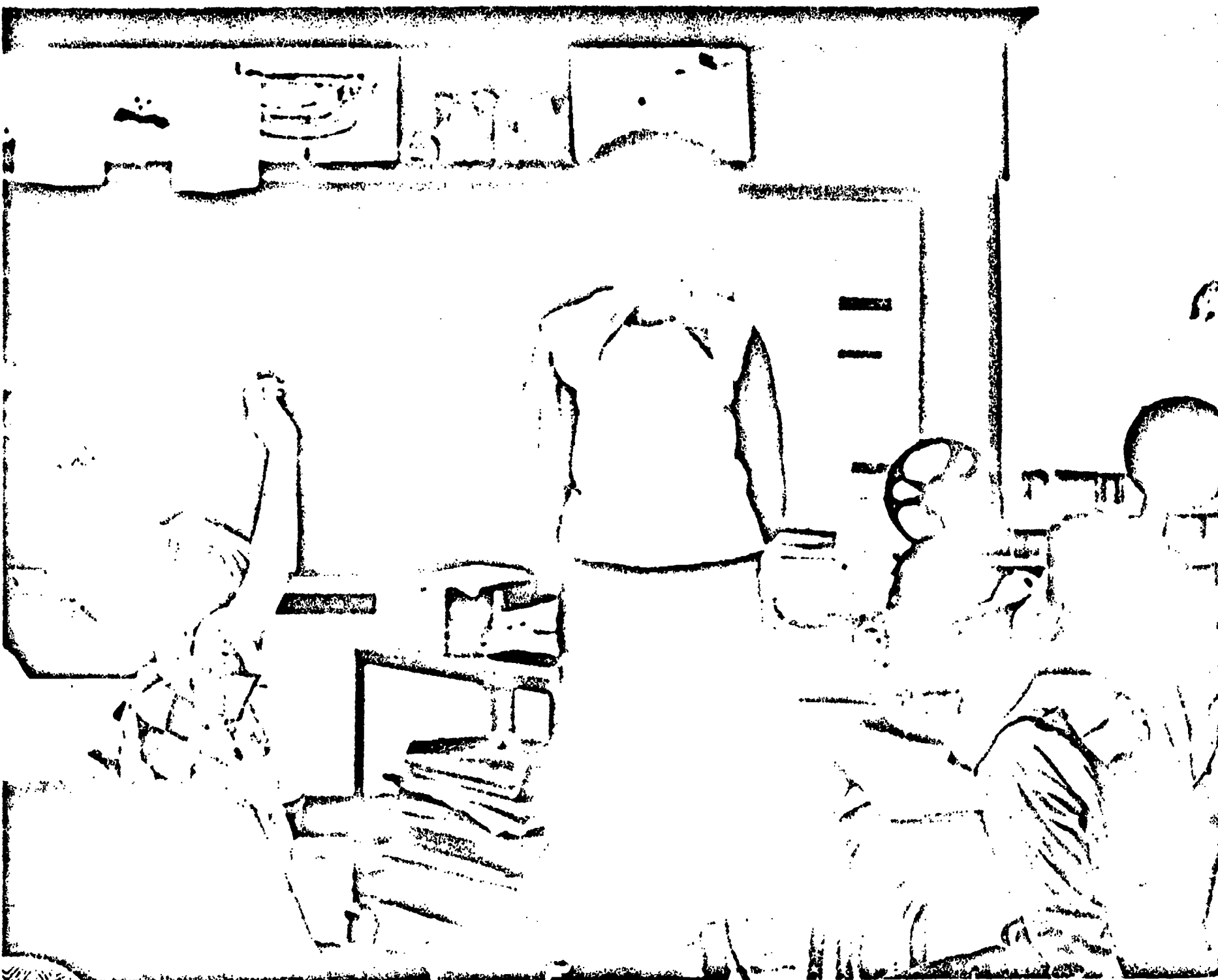
In working out ways in which the guidance teams might contribute to their schools, the teams found they had to come to grips with two major "role definition" problems. For individual members, the traditional concept of counseling tended to assign certain roles on the team. "Teachers can do this, but not that." "Counselors can only do this!" "Students cannot become involved in that!" Such comments were almost automatic at the beginning of the program, and the team members had gradually to break away from standard preconceptions about the proper functions of the various members of the school body.

The teams, as such, were often caught up against the traditional school structure, particularly in the high school,

where the secondary teams tended to look for administrative leadership and direction rather than to have leadership and direction emerge from the teams themselves. There was a tendency, in the early days of the project, to deal with relatively "safe" matters such as testing and scheduling, but as the year progressed the teams increasingly identified themselves with broader issues of guidance and counseling.

Counselors in the program have faced a dual challenge in that they are dealing with two innovations at one time: the team approach and the use of paraprofessionals. Some early frustrations might have been lessened or avoided, and paraprofessionals might have been more fully and efficiently utilized, had these two aspects of the project been introduced separately and at different times.

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The expectations for the team concept of guidance are multiple. For one, it is believed that counselors will learn more about, and become resource persons for, curriculum and instructional development. Also, it is felt that teachers will become teacher-counselors who will be increasingly effective in helping the students in their classes in relating to school work and solving personal problems. The views of the students and lay persons on the teams are seen as contributing to a fuller understanding of the needs of the

school population. A questionnaire has been designed to elicit student response to the program at regular intervals; and absence records, tardiness, class-cutting, dropping-out, and behavior problems are closely watched by the project staff as indices of student reaction to the team approach.

Mr. Norman Polsky, Director, *Guidance and Counseling Teams*, University City, Missouri.

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A Comprehensive Statewide Program for Improving Guidance Services

A Title III grant in 1971 provided the state of Texas an opportunity to implement a coherent statewide guidance services program which had been in the planning stage, but not developed for a number of years. The guidance project, built upon a network of 20 regional education service centers which operated successfully throughout the state from 1966, became part of the state school system in 1971.

The purposes of this program are:

1. To provide technical assistance and materials which will help counselors to implement their programs more effectively.
2. To provide counselors and other educational personnel with the means to continuously upgrade their competencies.
3. To build a stronger link between public school guidance personnel and counselor educators in the state.

To carry out these purposes the following organizational plan was adopted:

1. The Commissioner of Education appointed an interdepartmental guidance council consisting of the eight assistant commissioners of education at the state department of education to coordinate and set direction for guidance activities.
2. Using Title III administrative funds, the state department of education guidance services staff was expanded to eight positions. These eight positions included a director, a chief consultant, and consultants in the areas of pupil appraisal, elementary guidance, special education, compensatory education, visiting teachers, small schools, career development, and group guidance. In addition to providing consultative services in their special areas of expertise, the state staff members also serve in a coordinating role in statewide and multiregional projects and provide liaison between the state department of education and college level counselor education programs.
3. Using Title III project funds, one guidance project was funded in each of the existing twenty regional education service centers. Although there was considerable variation in the activities of these projects, each project did provide a common core of services and had certain common characteristics. For instance, each project employed one certified, experienced counselor as a regional guidance coordinator. This co-

ordinator had the responsibility of developing a guidance materials center for use by counselors in the region and more importantly, for developing a coherent program of services intended to center around inservice workshops making use of recognized experts in specific areas of guidance such as career education, group guidance, planning, and appraisal. In many of the more sparsely populated areas of the state, the emphasis is on working directly with individual schools to assist them with the development of more effective guidance programs.

During the past two years regional guidance coordinators have placed a major emphasis in such areas as:

1. Assisting counselors and school administrators with the planning and development of comprehensive guidance programs which are an integral part of the school curriculum.
2. Assisting local schools with the development of systematic career education programs which are an integral part of both the guidance program and the instructional program.
3. Coordinating a voluntary state-funded testing program using criterion-referenced tests to assess specific pupil skills in the areas of reading and mathematics for over 160,000 pupils.
4. Coordinating a series of inservice education programs to help counselors upgrade their competencies in the areas of planning, appraisal, counseling, consulting, and coordination of school and community activities.

Members of the state guidance staff work jointly with the regional guidance coordinator to provide these common activities.

In addition to funding these twenty guidance projects based in the regional education service centers, Title III funds are being used to fund innovative guidance projects focused on such things as group guidance, student involvement, social problems, career education, and guidance services for disadvantaged students in rural areas. State guidance staff members and regional coordinators have functioned in a consultative role to these projects.

An indirect result of this re-emphasis on guidance as an integral part of the educational process has been the recognition by college officials that counselor education needs to be redirected. To meet this need counselor educators are

developing counselor preparation programs based on demonstrated performance competencies and programs designed to prepare "guidance associates" at the bachelor's degree level who will work under the immediate supervision of certified counselors to provide many guidance services to students. The first guidance associates are due to begin employment in September, 1974.

Although guidance services in Texas have been vastly improved in many parts of the state as a result of the Title III ESEA funded statewide design for guidance, much remains to be done. It has been especially difficult to make an impact in urban settings where counselors have long been employed but frequently are misused as deans or registrars. Additional model programs are needed in these settings to demonstrate what can be done with careful plan-

ning, imagination, some funding, and creative leadership. The statewide pupil appraisal program needs to be extended to include younger children, and further efforts need to be made to insure that appraisal becomes just one step in the learning process. Continued emphasis needs to be given to systematic career education programs so that all students will leave school with some means for becoming contributing members of society.

The renaissance in guidance services during the past two years give promise that these and other problems will be met.

Dr. James Clark, Director, *A Comprehensive Program for Improving Guidance Services in Texas*, Austin, Texas.

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Project Positive Self-Image Through Positive Social Involvement —A Picture Story



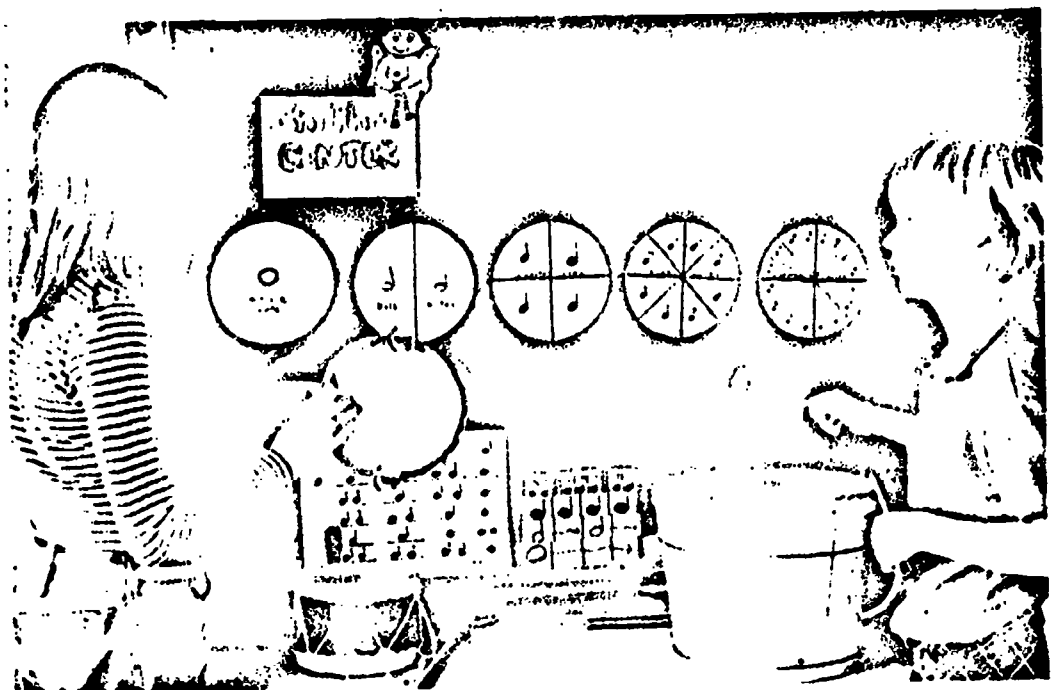
Empathy can be learned.

A Title III project in 31 elementary schools in ten rural and suburban Kansas school districts has as its objective to meet what a 1970 survey defined as the major educational need of Kansas students—the development of a positive sense of self. The program pilots a variety of positive social involvement approaches designed to enhance positive self-image of students in school classrooms, these including in-service teacher training in reality therapy discipline, personalized instruction methods, learning center options, specific self-image-building activities, communication processes, and evaluation procedures; modeling of social-involvement image-building techniques with children so teachers and administrators may observe these approaches in their own school settings; influencing teacher education programs by including professors of education and students in pilot programs whenever feasible; encouraging teachers and administrators to develop self-selected growth programs through exposure to intensively humanized educational approaches; and reaching preschool parents with positive child-rearing approaches through home visits, parent training sessions, and preschool classes.

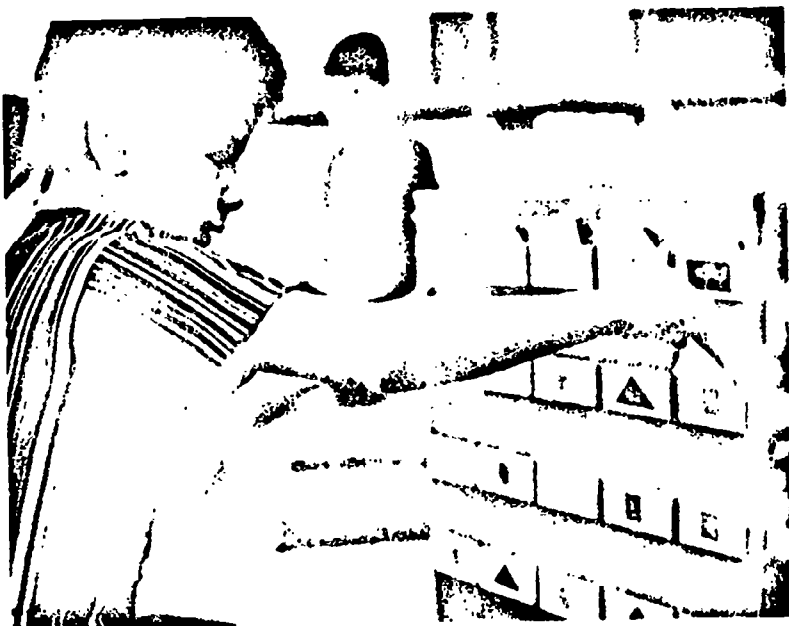
This article was prepared for the Title III Quarterly by Dr. M. Rex Fuller, Director, and the staff of Project PSI, Conway Springs, Kansas 67031.



Social problem solving.



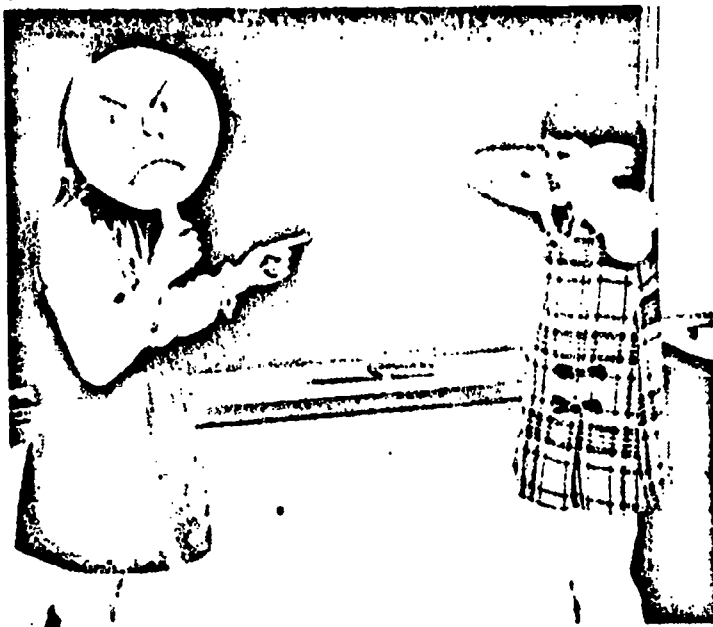
Motivation increases as a child has a choice in when, where, how, or with whom he learns something.



Self-selection of learning experiences is conducive to an image of self as independent, productive, and worthwhile.



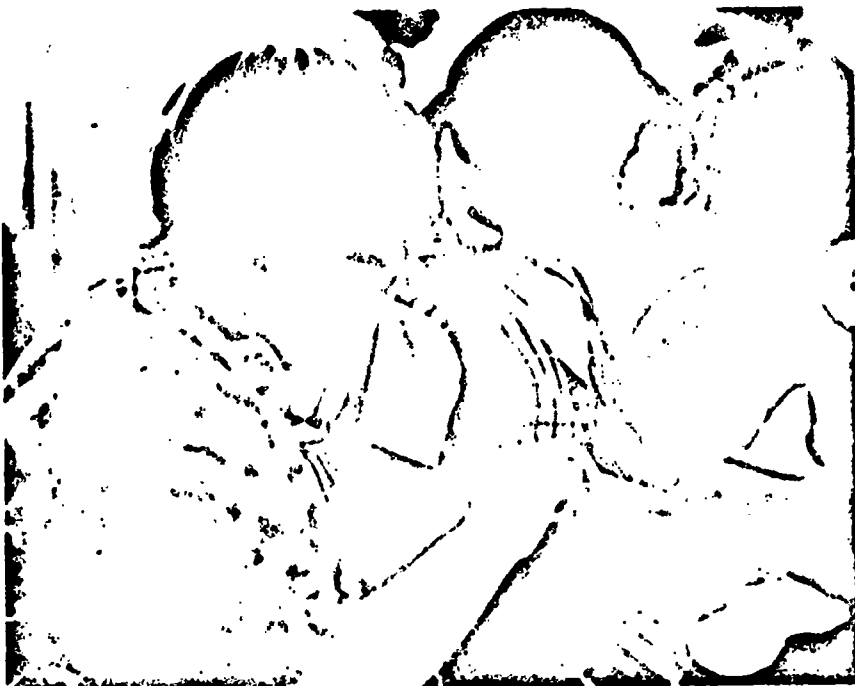
Positive self-image can set a courageous, bright appearance which invites others to be friends.



Determining values through role play.



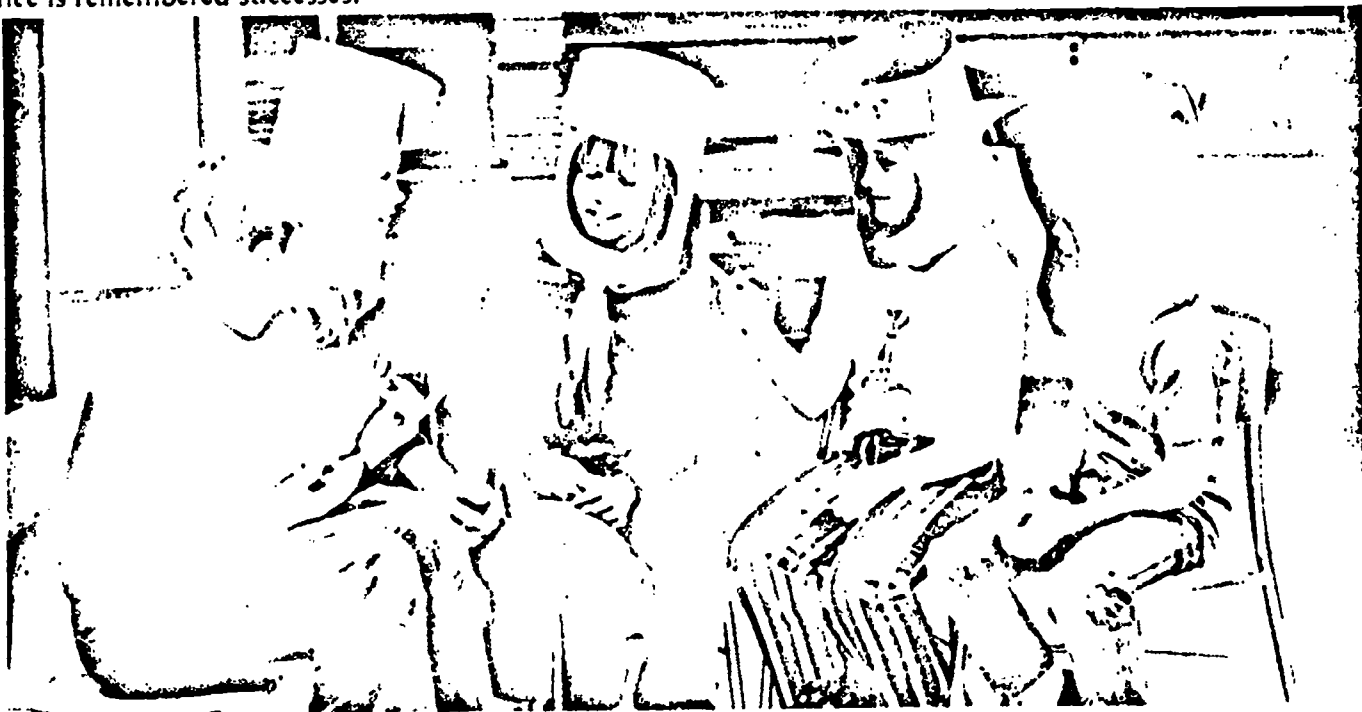
Have our actions helped ourselves and others?



Confidence is remembered successes.



Concentrating children are not easily distracted.



Five people on a trip to Mars—there is only room for four to return. Who remains behind?

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Guidance in Career Education

For the five counties which comprise the Central Susquehanna Intermediate Unit in Pennsylvania, the 1970 Census noted that only one in every ten jobs in the region could be classified as "clerical and kindred workers." Yet despite this, in the years 1966 to 1970 approximately 60 per cent of the vocational preparation in regional schools was in the secretarial-clerical field. This discrepancy between what the real world offers and what the schools prepare for was the basis for a decision of the Central Susquehanna Intermediate Unit to propose a Title III Career Education Services project in the fall of 1971.

The objective of the program was to establish a career education bureau, which during the project's first 17 months (February, 1972, to June, 1973) would serve five school districts with some 16,000 students, and which thereafter would serve all 17 of the Intermediate Unit's school districts and reach more than 53,000 public and nonpublic students. The bureau's intent was to conduct continuing career-interest surveys among students in grades four through twelve and to provide rapid information turnaround to these students on their periodically expressed career interests. Teachers and curriculum developers, as well as school administrators and community agencies, would be served by the project's analysis of students' career-interest profiles. To refocus classroom instruction on the world of work across all grades and disciplines, the project would mount a dissemination effort using summary data obtained through labor market analyses in the Central Susquehanna region and information about current and emerging career opportunities both within and without the region.

Secondary students in two of the region's 17 school districts participated in the development of the pilot proposal, which was also shared with officers and members of the Susquehanna Valley Educational Guidance Association and with Directors and counselors in the region's three Area Vocational Technical Schools.

The project decided to place emphasis on the development of career education materials for middle school students. It was felt that many of the inadequacies which were observed in career guidance outcomes were due to the fact that such efforts as were made came too late in the students' educational development, largely in the secondary schools. Students in grades five through eight were asked to respond to career-interest surveys, with responses to be based on the 15 clusters of careers defined by the United States Office of Education's career education program. With responses categorized and analyzed on the basis of

these career clusters, information is turned back to classroom teachers, student counselors, and curriculum supervisors for their use in planning career-oriented instructional experiences.

Student expressions of career interest in the Central Susquehanna area appear to be consistent with national trends among students as to career preferences, but inconsistent with local job market opportunities. In the 15 career clusters, students were interested, in a descending scale, as follows: Public Service, Health, Fine Arts, Personal Service, Transportation, Construction, Hospitality and Recreation, Business and Office, Agri-Business and Natural Resources, Environment, Marine Science, Consumer and Homemaking, Manufacturing, Communications and Media, and Marketing and Distribution. Local employment activity in the region exists mainly in the Consumer and Homemaking and the Marketing and Distribution clusters.

Comic books, created with middle-school students in mind, are used to familiarize students with the types of jobs in each of the 15 clusters. Students are invited to ask for information by completing an OpScan Career Education Interest Survey Form, and rapid response to student requests is made through the CSIU's computer and delivery van service, which is operated for the project by the Intermediate Unit. The element of speed in the response is considered to be of special importance, giving the student immediate feedback.

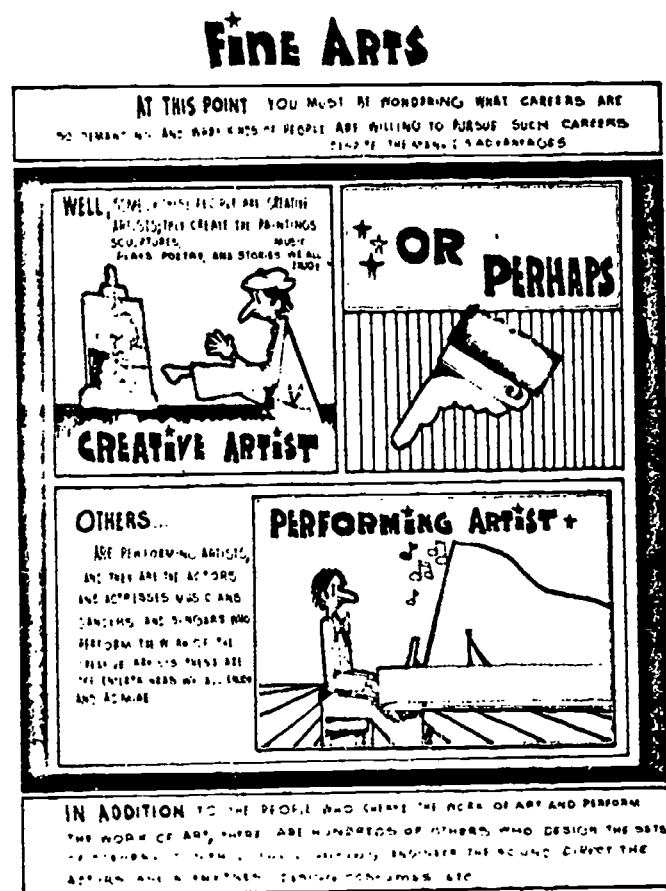
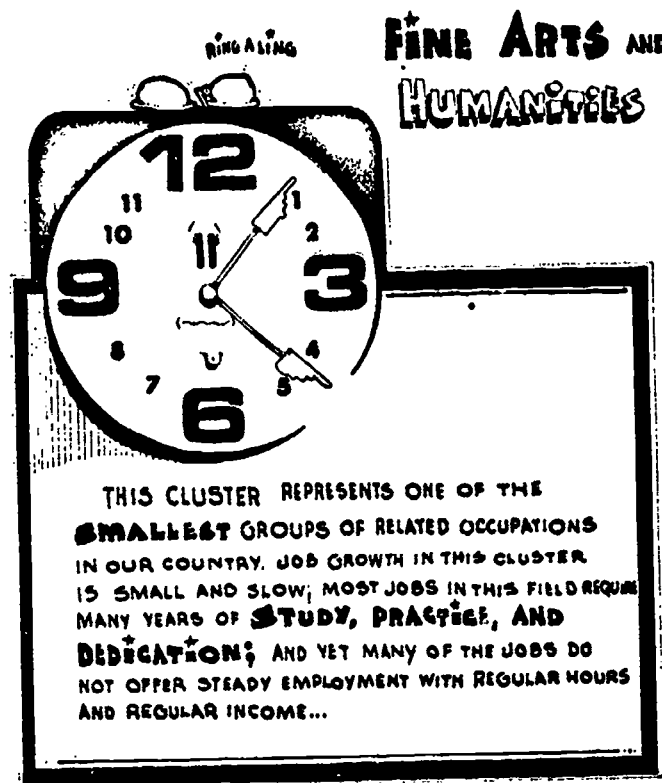
As students continue through school, and as they begin to think in more specific terms about their careers, more than 300 descriptive brochures on individual occupations will be available to them. It is expected that a child will begin to narrow his interest to three or four clusters of occupations in the middle school years and that his interest will have turned to one cluster by the high school years, with the final progression to one job in that cluster.

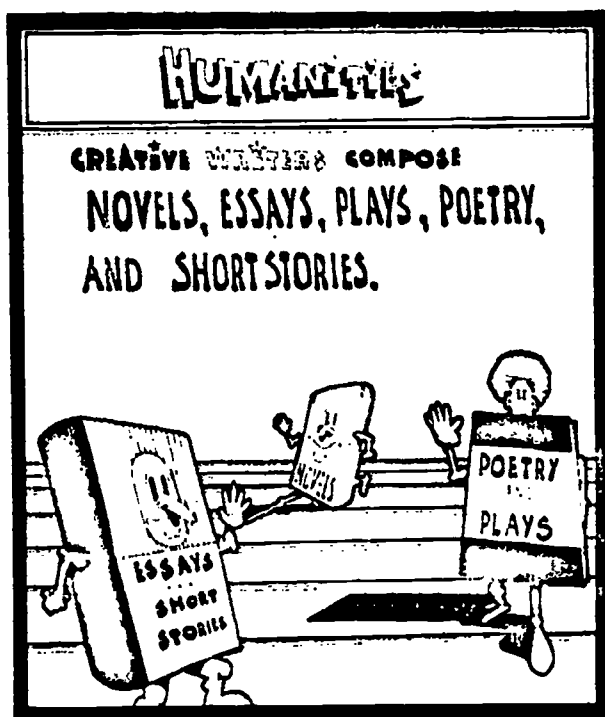
For those older students who have passed through "career awareness and exploration" stages and who have interest in or need for first-hand information, community resources are being developed by the project. These include school training programs in the Area Vocational-Technical Schools and work-learn opportunities in local business. First-hand information may also be provided by volunteering adults currently working in a particular career area or by recently retired persons.

Dr. Carl Pepperman, *Guidance in Career Education*, Lewisburg, Pennsylvania.

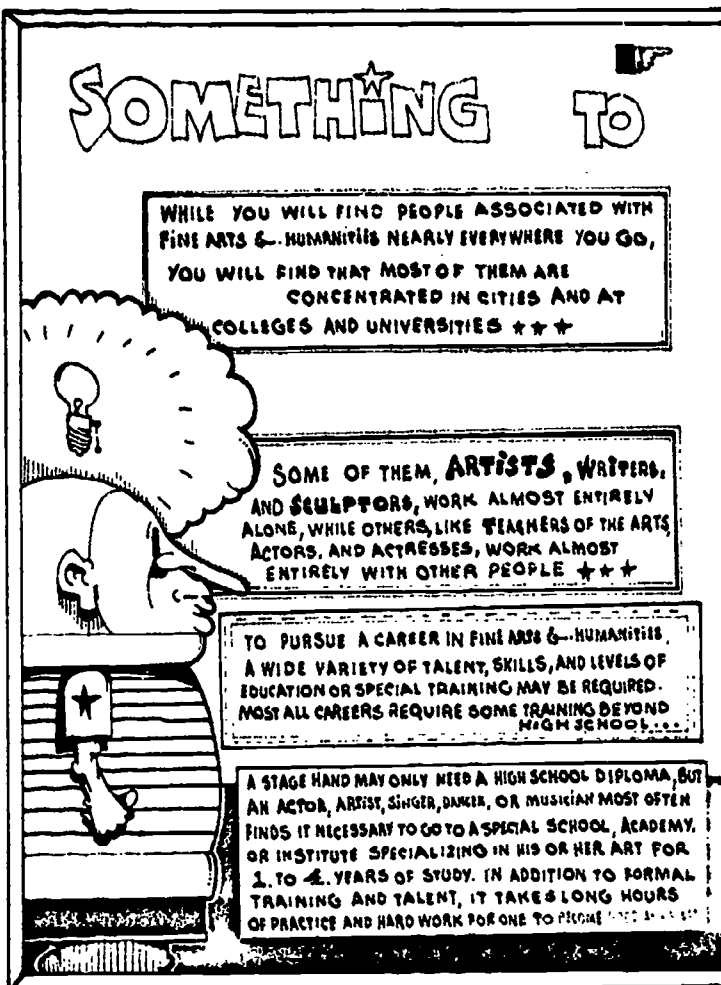


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Central Susquehanna Intermediate Unit
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HUMANITIES
CREATIVE WRITERS COMPOSE
NOVELS, ESSAYS, PLAYS, POETRY,
AND SHORT STORIES.



SOMETHING TO

WHILE YOU WILL FIND PEOPLE ASSOCIATED WITH FINE ARTS & HUMANITIES NEARLY EVERYWHERE YOU GO, YOU WILL FIND THAT MOST OF THEM ARE CONCENTRATED IN CITIES AND AT COLLEGES AND UNIVERSITIES ★★

SOME OF THEM, ARTISTS, WRITERS, AND SCULPTORS, WORK ALMOST ENTIRELY ALONE, WHILE OTHERS, LIKE TEACHERS OF THE ARTS, ACTORS, AND ACTRESSES, WORK ALMOST ENTIRELY WITH OTHER PEOPLE ★★

TO PURSUE A CAREER IN FINE ARTS & HUMANITIES, A WIDE VARIETY OF TALENT, SKILLS, AND LEVELS OF EDUCATION OR SPECIAL TRAINING MAY BE REQUIRED. MOST ALL CAREERS REQUIRE SOME TRAINING BEYOND HIGH SCHOOL.

A STAGE HAND MAY ONLY NEED A HIGH SCHOOL DIPLOMA, BUT AN ACTOR, ARTIST, SINGER, DANCER, OR MUSICIAN MOST OFTEN FINDS IT NECESSARY TO GO TO A SPECIAL SCHOOL, ACADEMY, OR INSTITUTE SPECIALIZING IN HIS OR HER ART FOR 2 TO 4 YEARS OF STUDY. IN ADDITION TO FORMAL TRAINING AND TALENT, IT TAKES LONG HOURS OF PRACTICE AND HARD WORK FOR ONE TO BECOME A PROFESSIONAL.

CONSIDER...



ONE CAN BECOME A HIGHLY SKILLED AND HIGHLY PAID STAGE TECHNICIAN WITH 1 TO 2 YEARS SPECIAL TRAINING AFTER GRADUATING FROM HIGH SCHOOL ★★

TO BECOME A PROFESSOR OF HISTORY, ENGLISH, OR LANGUAGES, ONE MAY HAVE TO GO TO SCHOOL SIX OR MORE YEARS AFTER GRADUATING FROM HIGH SCHOOL.

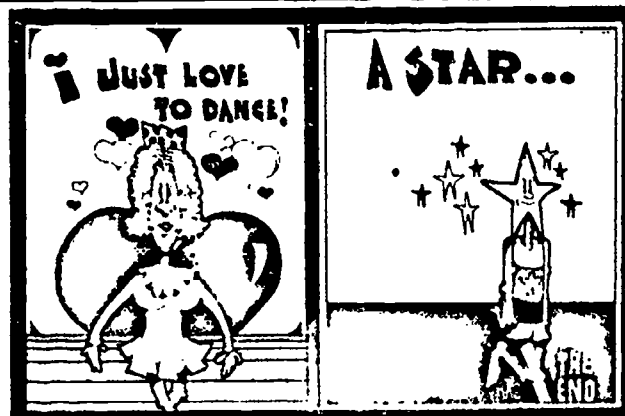
IF YOU ARE CONSIDERING A CAREER IN FINE ARTS & HUMANITIES YOU MUST NOT BE A PERSON WHO IS EASILY DISCOURAGED, FOR THE DISADVANTAGES ARE MANY. WHILE SOME ACTORS, MUSICIANS, PAINTERS, AND WRITERS ACHIEVE GREAT FAME AND FORTUNE, THE MAJORITY STRUGGLE FOR YEARS WITHOUT ACHIEVING MUCH RECOGNITION OR FINANCIAL REWARD.

MANY FIND IT NECESSARY TO HAVE MORE THAN ONE JOB TO EARN THE MONEY NECESSARY TO SUPPORT THEIR FAMILIES AND PURSUE THEIR ART.



YOU MAY WONDER...

WHY PEOPLE ARE INTERESTED IN CAREERS WHERE THERE ARE SO MANY DISADVANTAGES. THE ANSWER IS NOT A SIMPLE ONE. THERE IS OF COURSE, THE CHANCE ONE MAY BECOME FAMOUS AND RICH. BUT MORE OFTEN THAN THAT YOU WILL FIND THAT PEOPLE PURSUE A CAREER IN FINE ARTS & HUMANITIES BECAUSE OF THE LOVE THEY HAVE FOR THEIR ART AND SHEER JOY THEY GET FROM DOING WHAT THEY ARE GOOD AT AND ARE VERY LOVE TO DO BECAUSE OF THIS, ONE MUST RESPECT FOR THEIR WORK.



THEY ARE PREPARED TO SACRIFICE AND ACCEPT THE DISADVANTAGES!

Ways and Means

Changing Student Perception of Counselors

A stereotyped image of the high school counselor as a scheduler of classes who serves only the college-bound emerged from a survey of students, parents, and teachers conducted in the spring of 1971 by the School City of Mishawaka, Indiana. Counselors were seen as busy persons, but always with activities separated from the provision of empathic, understanding, helpful counseling service. In Mishawaka, a middle-class suburban community, students are the children of laborers, skilled workers, and small businessmen, predominately white, and representing a variety of ethnic groups; approximately 50 per cent of the 1,200 high school students enter directly into the work force or apply for vocational training on graduation.

Surveying its student population and its needs, and the guidance activities then current in the schools, Mishawaka determined that it would remodel its counseling service but retain the same counselors. Taken into account was the fact that many of today's high school counselors were licensed prior to the development of techniques now applied to the counseling of adolescents and have had little motivation or opportunity for relearning. Others have accepted the role of academic advisor and clerical/scheduling assistant in the school because the arrangement is approved of and acceptable to administrators and faculty peers. Still others are simply not aware of the potential of a well-trained counselor for effecting positive personal and social changes among adolescents.

Under a Title III grant for *Designing and Implementing a Model High School Counseling Service*, administrative support was given to decisions to re-assign some of the more than 60 duties of which counselors had become guardians and to eliminate others which had become obsolete. Counselors were involved in training in a year-long didactic and experiential program to strengthen and update their skills, with one semester devoted to weekly meetings relating to student behavior, counseling techniques, and expected outcome behaviors, and the second semester involving seminar experiences in group techniques, interview skills, and audio-tape critiques. Elements of career counseling and organizational teamwork were also provided.

To measure whatever changes might be taking place in the perception of counselors by students as the result of the restructuring of the guidance function, a Guidance and Counseling Student Questionnaire (GCSQ) was developed and utilized with random samples of 30 students each from grades nine through twelve. This involved a total of 600 students of the high school population of 2,000. The questionnaire was administered before and following the year's retraining of counselors, and it elicited student responses concerning the use of counseling services and the quality of the counseling relationship.

The sample of students had some contact with a counselor once each semester, with a tendency toward a second contact for students in the upper grade levels. The freshmen and seniors saw a counselor most often by counselor request, while sophomores and juniors more frequently were the initiators of counseling contacts. Freshmen and sophomores seem more likely to request a second interview, while juniors and seniors may not.

Twelve questions of the GCSQ allowed the students to make responses regarding the quality of the relationship which they had with the counselors. Analysis of the results indicated that the students perceived growth in the counselors' competence on all measures of the instrument, especially with respect to the degree to which counselors were able to convey a sense of interest and understanding to the students and the degree to which they assisted them in planning and decision-making. There was also evidence that the students saw some counselors as having grown more than others in effectiveness and ability to relate.

The second year of counselor training under the project is emphasizing the participation of community agencies in the guidance effort, and the learning climate of the school is being closely observed to anticipate changes which should occur and are possible through the efforts of counselors.

Guidance in Integrated Schools

A southern college community whose education problems were highlighted by the integration of its schools is using a comprehensive guidance program to focus pupil services on the needs of disadvantaged students. In Clarke County, Georgia, 40 per cent of the pupils enrolled are from backgrounds characterized as disadvantaged, while the system also serves children of professors in the University of Georgia at Athens. Integration of the County's schools created multi-level classrooms in which pupils often ranged as much as six to eight years apart in skills development. Grouping of children within a school or within classrooms was discarded as a solution to this problem because of its implications as a resegregation device.

Two exhaustive educational surveys of the Clarke County School District indicated community support for an expansion of counseling services to serve disadvantaged children. Project CAPS (*Coordinated Approach to Pupil Services*), funded under Section 306 of Title III in 1971, set as its primary objective the building of positive self-image in children, since a sense of personal inadequacy resulting from language and experiential deficits and the increased competition encountered in new classroom groupings after integration was seen as underlying the learning difficulties of many disadvantaged youngsters.

On the premise that traditional individualized approaches in guidance have not proven effective in their

focus on disadvantaged children, CAPS instituted group guidance programs for all children in the project schools, in classrooms and small groups. To extend the effect of this counseling, an inservice training program was designed to prepare teachers to function in guidance roles in their own classrooms. Parent discussion groups were formed to give parents opportunity to find effective ways of dealing with their children.

A major effort to reduce absenteeism resulted in improved attendance records during the project's first year, and an in-house suspension program reduced disciplinary involvement of students while keeping them in attendance in their classes. The school district revised curriculum and teaching methods with special attention to reading and math remediation and the development of language skills, and one project school is implementing an individualized pupil-centered instruction program as a pilot for the district. Health services are extended through a subcontract from the project to the Clarke County Health Department, which contracted to meet the health objectives of the project in the same way the school system is expected to meet the educational objectives.

Staff benefits, as well as child benefits, were observed by Project CAPS after its first year of operation. Although most of the counseling staff had been trained in traditional approaches, they became confident and comfortable in group guidance techniques as the program progressed, and the personnel of the target schools also became increasingly accepting of the new approaches.

Now I'm Six

The Conestoga Valley School District, in Lancaster, Pennsylvania, invites parents to the schools for counselor-led discussions about what it is like to be Six--and Seven, and Nine. Targeted on grades kindergarten, one, two, and four, the Title III project *Parents, Let's Communicate* is based on the school district's desire to create a developmental elementary counseling program and its conviction that elementary counseling can succeed only if it closely involves parents.

Imaginatively illustrated brochures which describe the characteristics of children at ages six through nine are distributed to parents, and these, together with meetings in the schools to discuss the developmental needs of children and regularly scheduled conferences between parents and teachers, are intended to create rapport between home and school. This service is new in the Conestoga Valley, and the project is the first of its kind in Lancaster County schools. It is the first step in a long-range program which aims eventually to communicate with parents at the time of the birth of a child and to make help available to them during the early child-rearing years as well as after their children are in school.

As a developmental guidance program, *Let's Communicate* is concerned with all children in the four project schools and regards guidance as an integral part of the curriculum rather than an adjunctive service. The "average" child who, because he shows no special problems, frequently received minimal attention, has social and self-developmental needs which the project believes must be regularly planned for and constantly evaluated. Half of the time of the two project counselors is spent in developmental coun-

seling for the total school population in grades kindergarten through four.

The counselors reserve a part of their time, however, to deal with referrals of specific problems which may be made to them by teachers, parents, community agencies, or children themselves. Those making referrals are asked to recognize that this is only the first step in problem-solving, and that their cooperation will be essential throughout the referral process. The counselor's efforts in referrals are to give teachers suggestions for alternative ways to resolve problems, to help parents understand and cooperate in resolving a child's difficulty, to help the child function more profitably in the school setting, and to coordinate the efforts of all involved parties in the child's behalf. The competencies of appropriate professionals such as physicians, the school psychologist, or the home/school visitor are enlisted by the counselor when she believes them to be required.

Parents, Let's Communicate also provides inservice training for teachers, offered districtwide on a voluntary basis, with the objective of providing teachers with information and techniques for working with children and for improving the lines of communication from teacher to counselor, parent, and student.

Counseling Indian Students

The problems of the Sioux Indian children and young people in Devils Lake, North Dakota, are not unique; they are shared by other Indian students, on reservations and in the border towns in which American Indian children attend school. Feelings of alienation and non-involvement become visible as chronic absenteeism, high dropout rates, and the small percentage of Indian young people entering post-secondary education.

Convinced that direct and deep involvement of parents and the community were essential to dealing with these problems, the Title III-funded *Counseling Services Program* in Devils Lake, North Dakota, turned to the Indian community itself for guidance and counseling assistance. Six Indian high school graduates were recruited to work as counselor/liaison aides under the direction of a professional counselor, with a continuous training program to increase their skills and self-confidence.

Each aide is assigned one of the six Devils Lake schools which enroll Indian students; four of these are part of the public school system, one is a tribal school, and one is operated by the Bureau of Indian Affairs. The aides go to their assigned schools each morning, Monday through Thursday. On a typical day, an aide may work with students on school or personal problems or educational plans, and she may confer with the school principal or visit the homes of students. She is often called upon to do "little things"--such as finding a pair of ice skates for a boy who wants to play hockey, or locating a musical instrument or piece of sports equipment for an Indian student so that he may participate in an extra-curricular activity.

The home of each Indian student is visited by an aide at least twice a year, and more often if there are special problems. Through this contact, parents are kept informed about school policy and about the activities and progress of their children, and the aide is able to bring back to the school the concerns, frustrations, hopes, and desires of the parents.

To provide the counselor aides with relevant training experiences, the project has developed a special curriculum in cooperation with the Lake Region Junior College in Devils Lake. Each Friday the aides spend the full day in classes for which the college waives all tuition and fees and offers full college credit. It is hoped that this training will be a career ladder for the aides.

All schools served by the *Counseling Services Program* had Indian Advisory Boards by the end of the first project year, and many had recognized the needs of Indian students by introducing Indian Culture classes and developing American Indian units in such courses as American history. During the same year, enrollment of Indian students in the project schools increased, while the number of dropouts decreased by 21.4 per cent. There was an 88 per cent increase in the number of Indian students attending post-secondary institutions in 1971-72 over 1970-71, and an increase also in the number of Indians enrolled in adult basic education. The public school districts included in the project have placed the counselor aides in their projected fiscal year 1974 budgets, and the federal schools also are committed to continuation of the program.

Classroom Intervention

A Seattle counselor-psychologist team has created a Title III project which is based on the assumption that the cause-and-effect variables which account for the development and continuation of behavioral problems in children exist only within the classroom itself and cannot be adequately simulated or changed in a counselor's office. *Interdisciplinary Project in Classroom Intervention* has developed an intervention classroom where students with instructional or behavioral problems may be placed for precise diagnosis and the development of individualized remedial programs.

Acceptance of a student into the intervention classroom can occur only after a performance contract has been established. This contractual referral procedure clearly identifies the responsibilities of the teacher, the student, and the student service worker, with the expectations for each clearly set forth within the contract. The student's problem is specifically defined, and a measurement system is established for empirical evaluation of the intervention results.

Once a contract has been finalized for a particular student, he stays a maximum of ten weeks in the intervention center. During this time, a program is developed for him which starts remediation of his problem. When the guidance staff in consultation with the master teacher of the intervention classroom feels that a program has been adequately developed for a student, and is proceeding successfully, the referring teacher is brought into the intervention center for a minimum of three hours of training. The intent of the project is to make the referring teacher's classroom the central environment for the guidance practices, and the contract arrangement specifies that the referring teacher must implement the individualized curricular techniques for at least as long as the student spent in the intervention classroom, and hopefully for the entire year.

The most critical element of success or failure in guidance services lies in the ability of student service workers to get teachers to change their own behaviors or programs in accommodating differing student problems. The structure of the *Interdisciplinary Project in Classroom Intervention* is designed to make working with the guidance team an attractive arrangement for teachers because of the high quality of the service which is available; the objective is to make it easy and rewarding for teachers to promote behavioral change in their students.



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Assuming education is concerned with the thinking - feeling - learning process and performance of children and youth, counselors must likewise be concerned with this process and performance as they work with children and youth in educational settings. These settings may well require different kinds of emphases in the thinking - feeling - learning experiences of children and youth, primarily as a function of age. In other words, the developmental sequence recognized in all normal human growth is largely related to age. Any attempt, then, to talk about outcomes of counseling must incorporate the concepts of human growth and development.

1. At the elementary level, the most crucially needed outcome of counseling is a happy child, excited about learning. The child is happy with himself, with many of his peers, and with his teacher. He feels important and worthy.
2. At the middle or junior high level, the most crucially needed outcome of counseling is a child/youth who has a strong and realistic self-concept within a dynamic social setting; i.e., his peer society. The child/youth increases in his socialization while he increases in his awareness of his own uniqueness as a thinking - feeling - learning person.
3. At the senior high level, the most crucially needed outcome of counseling is a youth who has established clear and meaningful relationships with social groups within and outside the school setting and who increasingly functions independently or interdependently in the thinking - feeling - learning experiences.

An underlying principle for developing programs to deliver counseling outcomes at each level is to emphasize preventive and developmental aspects of counseling rather than to emphasize corrective aspects. The classroom is a complex social system as well as a learning center and teachers are the critical persons within the classroom on a day-to-day basis.

School counselors, by heavy demands on their services and by the very low counselor-student ratio, have minimal effectiveness for schools when they devote their talents and energies to corrective aspects of counseling. They have skills needed by the entire school, and they may teach these skills

to the teachers and staff through various approaches at each academic level.

1. At the elementary level, the counseling program may focus on those approaches which will assure a happy child, excited about learning. Counselors may help teachers through advisement, inservice training, guidance sessions and demonstrations, etc., to provide the following for children: (1) emotional support; (2) sense of individual worth; (3) model of a reliable and dependable adult figure; and (4) enthusiasm for learning, discovering, exploring. Counselors may help with special problems or corrective counseling, but should focus on preventive and developmental aspects when working with teachers.
2. At the middle or junior high level, the counseling program may focus on those approaches which enhance the child/youth's self-concept as well as his socialization behavior.

Counselors may help teachers understand the relationship between self-concept and the group and to use the classroom social system to clarify this relationship. Counselors may teach the essentials of group dynamics and skills for using group dynamics to achieve the desired outcomes. These outcomes may be specified: (1) sense of group identity; (2) strong self-concept in a social setting; and (3) a continued sense of joy and happiness in learning. Again, counselors may provide corrective actions with special problems, and may need to coordinate these efforts with the activities of the classroom teachers.

3. At the senior high school level, the counseling program will probably require more professional expertise than most of the classroom teachers will have. While teachers may still learn how to provide a supportive atmosphere, guide youth in satisfying learning experiences, and utilize group dynamics for socialization and self-enhancement, they will not have the training needed for group counseling activities. A special kind of training is needed to direct or organize group counseling and the training opportunities provided by the school counselors would need to be too lengthy and involved to be effectively adopted by teachers. Teachers might take special courses in group counseling techniques and use them in the classroom or, indeed, ask the counselor to provide that particular service. Much of the recent literature on high school students, particularly those who are under-achieving, reports impressive changes in self-concept and achievement behavior as a result of group counseling. Senior high school youth have broader horizons to cope with and outcomes of counseling include: (1) establishing significant relationships between the self, the group, and society; (2) increasing self-direction, independence, and interdependence; (3) developing a mature set of values and (4) engaging in learning activities increasingly for self-fulfillment and future-planning.

It seems more than safe to say we do not coordinate social and educational services well. Schools generally do not coordinate their efforts with the home. Professionals from different fields generally do not coordinate their efforts with each other or with paraprofessionals. Public delivery systems generally do not coordinate their efforts with each other or with private delivery systems. Some of this lack of coordination results from legislative mandates, differing institutional missions, and highly specialized areas of concern, but much of the lack of coordination results from competitive views, proprietary attitudes and just plain ignorance about what other groups are doing. In the educational world, it is amazing how few teachers know what a counselor does, how few counselors know what goes on in a classroom, how few educators know what resources the community has to enhance the thinking - feeling - learning experiences of children and youth.

School counselors are frequently seen as part of the administrative structure and involved with teachers and children primarily in directing, organizing ways. Too often the school counselor is placed in a remote office making program schedules for students, keeping attendance records and handling "discipline" problems. This role is totally incompatible with the role counselors should be playing in the preventive and developmental aspects of the thinking - feeling - learning experiences of children and youth in the educational setting. And since counselors are skilled in human relations and group behavior, they should play a prominent role in coordinating counseling services with other aspects of school life and community life. Unfortunately, they usually are unable to accomplish this; they either lack the power, the time, or the vast resources necessary to accomplish this.

Efforts to coordinate all kinds of human resources and services increasingly are made by various governmental levels where coordination may be mandated by legislation or executive order. Thus many states now have an Office of Child Development, frequently established by executive order of the governor, and expected to assure the coordination of services addressed to health, education and welfare needs of children and youth. Another concept is the Community Coordinated Child Care (4-C) in which both private and public services are coordinated. Still another concept is the advocacy model which focuses first on the needs of children and youth and then attempts to coordinate services to meet these needs.

It may be that coordination of counseling services with other aspects of school life and community life will require the initiative of school officials, community leaders, and politicians who together are able to assure coordinated efforts by their power to legislate, fund, and monitor. It would be desirable for school personnel, including counselors, to initiate coordination of counseling services with other aspects of school and community life; indeed it would be impressive for them to demonstrate how children and youth may benefit in their thinking - feeling - learning experiences as a result of such coordination. Models may well be demonstrated by such initiatives, but the permanence and growth of such coordination will rely on authorization and support from high levels in the community and government.

We have enormous amounts of information, skills, knowledge, and resources to improve the thinking - feeling - learning experiences of children and youth in the educa-

tional setting. We just have trouble getting it all together—coordination, that is.



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It is extremely difficult to single out an outcome which would be considered the most important outcome of counseling, since counseling must be individually tailored, dependent upon the needs of the client. However, if one were to venture an opinion in this direction, based upon experiences and readings in the field, a very good assumption might be that the most crucial needed outcome of counseling in the elementary, middle, or senior high school is the development within the client of skills and knowledges which will be useful in assisting him in understanding himself, broadening his perceptions, and developing his future goals.

Needless to say, the means by which this outcome is achieved will vary from level to level, and from client to client, based upon the counselor, in light of his own experiences and training and his personality, as well as the constraints placed upon the counselor in the particular school setting.

In stating the outcome which is basic to all counseling, as outlined above, it is well that we remember that there are certain experiences that all children need, but the degree to which these experiences satisfy the needs of individual children will vary from child to child, and from level to level, as well. The needs, which must be considered in developing programs at any level, must give consideration to providing the child/client with (a) A knowledge of the world around him, including the world of work, (b) Skills in values clarification and decision-making, (c) An understanding of himself, and (d) An individual whom he can talk to, communicate with, and be accepted by.

Counselors and other educators know and would agree that there is no one best approach to anything, especially something so nebulous as attitude change or growth. It is recognized that there are almost as many schools of thought about education and its goals as there are about the goals of guidance, and the approaches to solutions of problems are equally diverse.

As a result of his experiences, which may be intellectual, emotional, factual or conceptual, a person is expected to acquire the ability to apply his skills and knowledge to the solution of new learning situations. Few people would

argue that the end product of all education is to provide a framework through which persons are able to lead productive lives in society. The experiences that a person receives in the school are expected to contribute to his becoming a productive member of that society, coupled with other experiences he may receive from his other environments. These experiences, as we know, occur during a person's entire life, not only in school, and will have an effect on his maturation and his acculturation as well.

The purpose of educational programs developed at any level, in guidance, should focus on developing the necessary outcome of counseling, as I have outlined previously, of assisting clients to understand themselves and to develop their future goals. In the elementary school as well as other levels, the program represents a team approach. The counselor, teacher and parent, work together with the community to help provide the child with a meaningful educational experience.

The counselor's point of focus is to include experiences which would have meaning for the child and be appropriate to his needs and level of development. The counselor would also work with groups of students in expanding their horizons about self and the community, including work and career development. The counselor will also perform a consultative role with other school and community personnel.

In the junior high or middle school, the counselor will continue his consultative role, but will devote more time to students in groups, such as student council, vocational groups, junior honor society, etc. The counselor will also provide leadership in developing career education opportunities by arranging for career days, assemblies, field trips, etc. More time will also be spent by the counselor in group and individual counseling.

The senior high school counselor will be able to spend the bulk of his time working with individuals and groups, involving them in principles of decision-making, job exploration and educational planning. This can only be realized, of course, if the present practices of assigning counselors administrative, clerical, disciplinary, and other nonrelated counseling tasks are eliminated. Then, and only then, the counselor can become a productive member of a team which requires coordinated action, each member having his own skills and assignment, but each being able to carry out his job properly only if the other members carry out their assignments.

School counseling must be coordinated with other aspects of school life. The counselor works with curriculum specialists and teachers in providing information on the developmental needs of children in all areas of development, and works with them to provide classroom experiences which will facilitate this development. It is also the function of the counselor to assist students through individual and group activities to better understand themselves and their environment, and to work with them to reduce or eliminate barriers to their development.

In my view, the planned guidance department experiences, when integrated with those of the classroom and the community, accomplished through traditional or nontraditional organizations or groups and often carried on outside the regular school hours or organization, will assist in providing a broader understanding of counseling, its place in the educational program, and its contribution to the total development of the person and his life goals.



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In considering outcomes of counseling at the various levels, it is more meaningful to consider the guidance or pupil personnel services outcomes rather than counseling outcomes alone. In a school setting the term counseling is often thought of as a one-to-one relationship, but this is only one aspect of a program of guidance or pupil personnel services. A counseling program may imply that any outcome would be the sole responsibility of the counselor while guidance or pupil personnel services programs suggest a broader concept, with the counselor serving as a member of a team. The emphasis of guidance services is developmental, with the goal of prevention as well as remediation.

Expected outcomes of the guidance program at the elementary school are preventive and developmental in nature. Among the most crucial outcomes are:

- promotion of humanistic environments that will build positive characteristics in children,
- identification of learning and emotional difficulties,
- appropriate treatment of pupils with such difficulties to insure maximum growth,
- identification of special talents and abilities,
- treatment of pupils with such talents and abilities to insure appropriate development,
- development of positive self-concepts of pupils,
- maintenance of the sensitivity of school personnel to emotional needs of pupils,
- maintenance of the sensitivity of school personnel to changes in education that will enable children to enjoy learning, to learn what is relevant to their needs in today's society, and to progress with self-confidence and self-respect,
- development of an awareness of school personnel to physical needs of pupils,
- development of awareness and involvement of parents in the social, academic, emotional and physical needs of their children,
- development of understanding and respect for the worth of other individuals,
- development of pupils' awareness of abilities, interests, and skills in relation to a productive life (world of work, career education),
- development of pupil skills to make responsible decisions,

- establishment of a program of continual research and evaluation of guidance and the utilization of results to improve the guidance program.

At the junior high school, the expected outcomes of guidance are very much the same as those at the elementary school, but the rapidly changing self, the increasing independence of the individual, and the onset of puberty make some crucial outcomes more difficult to attain. Among those are:

- development of positive self-concepts of students,
- maintenance of the sensitivity of school personnel to emotional and physical needs of students,
- development of the students' awareness of abilities, interests and skills in relation to a productive life,
- development of an understanding and a respect for the worth of other individuals.

By the time a student reaches senior high school, it is important not only to help the student handle personal and emotional needs but also to prepare him to take on the responsibilities of adulthood. In addition to the overall outcomes of a guidance program expected at earlier levels, these are crucial:

- development of the students' awareness of abilities, interests and skills in relation to a productive life through demonstrated salable skills or a viable plan of action for the future,
- development of an understanding and respect for the worth of other individuals as demonstrated through group and interpersonal relationships.

The approaches to be used for developing programs of guidance which will deliver crucial guidance outcomes are about the same at each educational level except that a greater involvement of students on task forces and committees in the junior and senior high schools is usually desirable. The actual organization of the guidance program and the competencies of the professional and supportive staff may vary from school to school in order to meet the unique developmental needs of students in a particular school. In any situation the outcomes, objectives, to meet these needs should be described in measurable terms in order to provide a built-in evaluation design (Frank Wellman's accountability concept developed as part of the Office of Education-backed National Study of Guidance provides such a model).

In a school where there are no guidance specialists employed, the establishment of a task force composed of a cross-section of the faculty and the community and chaired by a strong advocate of guidance services, a teacher, a parent or the principal, is an important step. Such a task force, using consultants if desired, should make an assessment of the helping services already available in the school and the community, and develop a priority listing of those services still needed to provide a good guidance program. Personnel competencies required to provide such services should then be identified.

In a proposed position statement developed by the Senior Specialist, Guidance and Personnel Services in the U.S. Office of Education, the importance of the utilization of multidiscipline competencies and flexibility are stressed:

"The dimensions of the human development process include educational, vocational, and personal-social aspects

of development at all levels from early childhood through adult. The priorities may well relate to special needs for such groups as the disadvantaged, handicapped, non-college bound, dropout, the bilingual and others. Key terms in planning a functional approach, including all disciplines, are flexibility and interrelatedness. Traditionally, the various pupil personnel disciplines have operated within rather narrowly self-prescribed limits, each cutting out for itself a somewhat mutually exclusive but far from agreed upon role in dealing with needs of students. For the most part, these needs have been viewed in terms of a crisis rather than a developmental orientation. Under the functional approach, flexibility in the use of staff and fluidity in activities are built into the operational design. Under this arrangement, expertise from the several disciplines is applied through a team approach to the specific priority need under consideration, thus enabling maximum utilization of the unique contributions of each specialist and the coordination of overlapping functions."

Once competent personnel have been employed, they have the responsibility for developing effective working relationships within the school, in the community, and among the referral resources, for conducting studies of the effectiveness of their services, and for presenting the results to appropriate school and community personnel to provide a basis for decisions about the nature and direction of the guidance program in the future.

In schools where guidance personnel already are employed but where a change appears to be desirable, the task force approach is still applicable. The general procedure recommended to schools without guidance personnel is a viable one, except guidance personnel should be members or serve as consultants to the task force.

Guidance task force members often are the best candidates for an on-going Guidance Advisory Committee that continuously identifies needs of the pupils and recommends steps to meet those needs. The task force and its successor, the Guidance Advisory Committee, often are required to follow-up on their recommendations by presenting them to community groups and the school board.

My views, developed through my experiences, with regard to coordinating guidance counseling services with other aspects of school and community life, are that guidance personnel must do whatever works successfully. Guidance must be a part of the school and the community to be most effective. Guidance can not exist very long if it is apart from the school and the community. The most successful programs of education that I have seen have been those where guidance is actively involved in as many aspects of the school and community life as is necessary to provide an environment conducive to learning. Community resources actively participate in the education program and are a part of efforts such as Career Guidance. Many times guidance personnel are not equipped to provide the counseling and guidance needed in a given situation (few schools had personnel prepared to work with the drug scene); however, they have the responsibility either to find someone so equipped or to equip themselves.

One of the most crucial concerns today is the education of professional personnel, teachers, counselors, and administrators. I believe we must reach the point where the local school parents and professional staff identify the compe-

tencies needed to meet the needs of the pupils and contract with universities or other agencies to help the professional staff to gain those competencies. Degree requirements, per se, developed by the university are no longer adequate.



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Views on Elementary Guidance Programs

We have now crossed the threshold of an era in which there are two new expectations of public schools: one, the school must identify the unique growth and learning style of each child; and, two, the school as an institution must be flexible enough to meet the special individual needs of pupils.

In this context, the most crucially needed outcome of guidance programs in elementary schools is the identification of learning modes and the initiation of a prescriptive program to meet the unique needs of each pupil. It is im-

possible to overemphasize the need for early identification. Not only must children be launched early on an appropriately designed learning sequence, but in the event problems exist, whether they be physical, psychological or neurological in nature, it is often the case that early treatment is the only effective treatment.

Organizing a good developmental guidance program requires a commitment to early childhood education. A good beginning would be a counselor-pupil ratio of one to 250 and the use of a comprehensive "screening system" to ascertain learning styles and readiness levels. Our own public school prekindergarten is where we initiate guidance services. The additional early year provides an opportunity for early identification of pupil needs and has made more effective our kindergarten and grade-one counseling program for children and parents.

Several recent advisory commissions have recommended greater financial expenditure for elementary education. If additional revenue is not allocated for guidance in elementary schools, I recommend transferring some of the money from secondary school guidance programs in an attempt to deal with causes rather than to remedy effects.

I've worked as a full-time counselor in high school, junior high and elementary school and found the PPS team to be extraordinarily effective at the primary level. This is particularly true if the PPS specialists (counselor, psychologist, social worker, nurse, etc.) have clinical training in schools or have been teachers. When PPS workers have child development and curriculum backgrounds, integrating the counseling services into the basic school program becomes a natural result of their endeavor rather than a hurdle to meet.

Also, the present emphasis on individualized instruction requires input from every available source. In order to "tailor" programs for pupil's special needs, the counselor functions as a source of information in the planning stages as well as a resource specialist in meeting special needs and problems.

ESEA Title III Projects in Guidance and Counseling

ALABAMA

Cooperative Guidance for Career Education, Mrs. Marie Bailey, Arab City Schools, Post Office Drawer O, Arab, Alabama 36016

Guidance, Tutorial Pre-School Program, Mr. Jimmy W. Holley, Elba City Schools, Post Office Drawer F, Elba, Alabama 36323

A Model Junior High Guidance Program, Mr. Thomas Bobo, Montgomery County Schools, Post Office Box 1991, Montgomery, Alabama 36104

ALASKA

Adak Pupil Personnel Services, Mr. Lyle Wright, State Operated School System, 650 International Airport Rd., Anchorage, Alaska 99502

ARIZONA

Accountability For Counselors, Mr. Byron E. McKinnon, 39 South Hibbert Street, Mesa, Arizona 85202

ARKANSAS

Center For The Development Of Counseling, Guidance And Adjustment Services, Mr. Darwin Green, Arkadelphia Public Schools, Arkadelphia, Arkansas 71923

Rogers Parent Education Research Center, Mr. Joe Mathias, 220 South 5th Street, Rogers, Arkansas 72756

CALIFORNIA

Counseling and Guidance Center, Lela Findley, 1300 Baker Street, Bakersfield, California 93305

A Program to Prevent Movement from Pre-delinquency to Delinquency in a Sample of "Pre-delinquent Students", Ms. Joan Holmes, 3300 Norbridge Avenue, Castro Valley, California 94546

Positive Educational and Career Planning, Thomas J. Gibson, 300 Buena Vista Avenue, Corona, California 91720

Systems Approach to Vocational Guidance, Dr. Anita M. Mitchell, 4034 Irving Place, Culver City, California 90230

Innovative Counseling in the Classroom, Dr. Edward Kuefer, 10301 Vista Drive, Cupertino, California 95014

Prospect: Clarity, Mr. Robert Burgan, 1427 No. Buena Vista Avenue, Duarte, California 91010

The Crisis Counselor, Mr. Gerald Mullins, 3434 Silver Creek Road, San Jose, California 95121

Guidance Objectives and Learner Success (GOALS), Mr. Milo Bibelheimer, Number One Lighthouse Ln., Fountain Valley, California 92708

From Awareness to Response, Mrs. Harriet Salts, 1200 East Acacia Avenue, Hemet, California 92343

Providing Behavioral Examples, Mr. Richard A. Altimari, 1902 Seventeenth Street, Huntington Beach, California 92648

A Model Elementary Counseling Program, Dr. Carolyn M. Fowle, 815 West Lockeford Street, Lodi, California 95240

After Care Community School, Mr. Chester A. Jensen, 9300 East Imperial Highway, Downey, California 90242

Elementary Guidance and Counseling, Mr. Adrian W. Clark, 201 South Pine Street, Madera, California 93637

Action Oriented Counseling Center, Mr. Larry C. Weiss, 213 E. Avenida De La Merced, Montebello, California 90640

New Dimensions in the Use of Guidance Personnel, Dr. R.W. Carey, 25 Churchill Avenue, Palo Alto, California 94306

Guidance Articulation Project (GAP), Mr. James H. Schultz, P.O. Box 338, Ramona, California 92065

Secondary School Crisis Counseling, Mr. Samuel W. Simpson, 182 East Walnut Avenue, Rialto, California 92376

Enabling Behaviors to Meet Student Needs, Dr. Dale C. Burklund, 99 Notre Dame Avenue, San Jose, California 95113

Project Ayuda, Ms. Leila A. Glover, 404 North 6th Street, Santa Paula, California 93060

Model Career Guidance Centers, Mr. Clayton L. Gregersen, 328 South Main Street, P.O. Box 810, Red Bluff, California 96080

Guidance-Counseling, Tuolumne County Schools, Mr. Robert C. Kittrell, P.O. Box 85, Standard, California 95373

A Behavioral Objective Approach to Career Guidance, Ms. Betty Darke, 14121 Cedarwood Avenue, Westminster, California 92683

COLORADO

Program to Reinforce Occupation and Job Education Through Computer Techniques, Mr. Larry Pape, Boulder Valley School District Re2(J), P.O. Box 11, Boulder, Colorado 80302

Junior High School Interdisciplinary Career Education, Mr. John T. Farrington, South Junior High School, 701 South Nevada Avenue, Colorado Springs, Colorado 80903

CONNECTICUT

Innovative Vocational Education & Counseling, Mr. Richard D. Nolan, Ensign Bickford, Simsbury, Connecticut 06070

Decision Making, Mr. Joseph Constantine, 249 High Street, Hartford, Connecticut 06103

Affective Education, Mrs. Katherine Newman, P.O., Box 176, Mansfield Center, Mansfield, Connecticut 06250

Career Orientation, Mrs. Adeline Kessler, Plainville High School, Plainville, Connecticut 06062; Mr. Robert Gilligan, Ervin E. Trask School, Linsley Dr., Plainville, Connecticut 06062

Career Development, Mr. George A. Appuzzi, Route 5, Warehouse Point, Connecticut 06088

Assessing Guidance Services, Mr. Lawrence B. Tiven, City Hall, Meriden, Connecticut 06450

Guidance Testing, Mr. Edmund J. Gubbins, Department of Correction, 340 Capitol Avenue, Hartford, Connecticut 06106

Counseling for Gifted, Mr. Douglas J. Keeler, Town Hall, Farmington, Connecticut 06032

Reaching Children Through Parent Participation, Mrs. Louise Berry, Gorman Road, Brooklyn, Connecticut 06234

Counseling for Inmates, Mr. Francis Coleman, Long Lane School, Middletown, Connecticut 06457

DELAWARE

Developmental Guidance: Prevention Replaces Correction, Mr. J. Richard Kendall III, De La Warr School District, Chase Avenue, Garfield Park, New Castle, Delaware 19720

DISTRICT OF COLUMBIA

How to Teach Parents To Help Their Children At Home, Mrs. Nettie Banks, Syphax Elementary School, Half & N Streets, S.W., Washington, D.C. 20024

The Family Needs The School—The School Needs The Family, Miss Raye B. Harrison, Keene Elementary School, Washington, D.C. 20011

Elementary School Career Education Program, Miss Cynthia Jackson, Bancroft Elementary School, 18th & Newton Streets, N.W., Washington, D.C. 20010

New Careers—Workshop for Counselors, Mr. Aaron Alexander, Office of New Careers, Health, Education and Welfare, North Building, 330 Independence Avenue, S.W., Washington, D.C. 20201

National Medical Association Health Career Club, Mrs. Dorothy K. Hunt, Sousa Junior High School, 37th & Ely Place, S.E., Washington, D.C. 20019

FLORIDA

Pupil Services Demonstration Project, Dr. Ralph Bailey, Pinellas County School System, 1960 East Druid Road, Clearwater, Florida 33518

GEORGIA

A Coordinated Approach to Pupil Personnel Services—Project CAPS, Dr. J.C., Mullis, Clarke County Schools, Athens, Georgia 30601

Pupil Services: A Systems Approach, Mr. John Clark, Thomas County Board of Education, P.O. Box 440, Thomasville, Georgia 31792

IDAHO

An Exploratory Program in Biblioguidance, Mr. Stan Patterson, P.O. Box 246, Challis, Idaho 83226

ILLINOIS

ACTION: Dropout Prevention Through Group Interaction, Mr. Lonnie Reid, 114 First Street, Mounds, Illinois 62964

REACH, Mr. Joseph Pukach, 1404 East Main Street Belleville, Illinois 62221

Paraprofessionals in Elementary Guidance, Mrs. Cecile Amason, 400 South Elm Street, Centralia, Illinois 62801

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Changing Human Interests and Learning Development, Mr. Gary Woolwine, Route 59 and Hahndorf Road, West Chicago, Illinois 60185

Peer Counseling in Special Education, Mr. Glenn Kranzow, 4440 West Grand Avenue, Gurnee, Illinois 60031

Project Impact—Operation of the Human Services Consortia, Mr. Ronald Falbe, First and Lumber Streets, Crete, Illinois 60417

The High Risk Student, Mr. Richard James, 1200 South 9th Street, Mattoon, Illinois 61938

Humanistic Design for Dropout Prevention, Mr. Dan Blair, Fourth and Crockett Streets, Brookport, Illinois 62910

INDIANA

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Elementary Guidance, Mr. Ford Kelley, Sunman-Dearborn Community Schools, R.R. 2, Lawrenceville Road, Sunman, Indiana 47041

Elementary Counseling Program for Underachievers, Mr. Avery D. Gabbard, West Washington Schools, R.R. 2, Campbellsburg, Indiana 47108

Student Self-Image Improvement, Ms. Grace Moughler, Clark-Pleasant Schools, 222 Tracy Street, Whiteland, Indiana 46184

Coordination of P.P.S., Ms. Marion Martin, M.S.D. of Pike Township, 6901 Zionsville Road, Indianapolis, Indiana 46268

Success Motivation, Mr. Paul Brown, M.S.D. Decatur Township, 7523 Mooresville Road, West Newton, Indiana 46183

Elementary Guidance Program, Ms. Elisabeth Good, Franklin Township Community Sch. Corp., 6141 S. Franklin Road, Indianapolis, Indiana 46259

Program to Overcome Racial Disparity, Mr. Michael Matovich, East Chicago Public Schools, 2700 Cardinal Drive, East Chicago, Indiana 46312

Implementing Comprehensive Pupil Personnel Services, Mr. Edward Taylor, Madison Community Schools, First and Broadway Streets, Madison, Indiana 47250

Design and Implementation for a Model High School Counseling Program, Dr. Jane Miller, Mishawaka Schools, 222 Miami Terrace, Mishawaka, Indiana 46544

Facilitation of Adjustment of Jr. High Students, Ms. Barbara Miller, Monroe-Gregg School District Box 491C, Monrovia, Indiana 46157

Middle School Guidance, Ms. Carolyn Haggard, Yorktown Middle School, Yorktown, Indiana 47396

North Gibson Guidance Coordination Project, Mr. James Smith, Princeton High School, Princeton, Indiana 47670

Elementary Guidance Program, Mr. Bill Luse, North Lawrence Community Schools, 2222 Eighth Street, Bedford, Indiana 47421

Upgraded Guidance and Counseling, Mr. William J. Wilson, M.S.D. North Posey County, P.O. Box 277, Poseyville, Indiana 47633

Middle School Guidance Program, Mr. Edgar Etienne, Perry Central Community School Corp, Leopold, Indiana 47551

Program for Non-Readers, Mr. John Kerekes, Shelbyville Central Schools, 54 W. Broadway, Shelbyville, Indiana 46176

Incorporation of Guidance Principles into Instructional Programs, Ms. Doris Miller, School City of Gary, 620 E. 10th Place, Gary, Indiana 46402

Behavioral Modification Through Extrinsic Rewards, Mr. Thomas Scott, Vigo County School Corporation, 667 Walnut Street, Terre Haute, Indiana 47808

Project Launching PAD, Irie Horrall, Princeton Community High School, Old Highway 41, Princeton, Indiana 47670

Drop-Out Program, Mr. Ronald E. Etienne, North Spencer County School Corp., Box 316, Dale, Indiana 47523

Drop-Out Prevention, Ms. Hazel Pell, School City of Wabash, Box 316, Wabash, Indiana 46992

Students With a History of Social and Academic Failure, Mr. Paul L. Parker, Harrison-Washington Community Schs., Yorktown Pike, Gaston, Indiana 47342

Cooperation Between School and Home, Mr. Thomas Tinkel, North Adams Community Schools, Box 191, Decatur, Indiana 46733

Utilization of Good Dynamics, Ms. Jeanne A. Miller, Michigan City Area Schools, 609 Lafayette Street, Michigan City, Indiana 46360

Summer Counseling, Mr. Richard Stouffle, Monroe-Gregg School District, Monrovia, Indiana 46157

Middle School Counseling Program, Mr. Larry Metcalf, Baugo Community Schools, R.R. 3, Elkhart, Indiana 46514

Lower Elementary Guidance Program, Mr. Robert Stiffney, Central Nobel High School, Albion, Indiana 46701

Innovative Elementary Guidance Program, Mr. John Hobaugh, Clinton Central School Corporation, Box 178, Michigantown, Indiana 46057

Mini Additions in Pupil Personnel Services, Mr. Fred F. Glancy, Delaware Community School Corporation, 3821 Beechwood Avenue, Muncie, Indiana 47304

Paraprofessional Personnel in Guidance, Ms. Rachel K. Oesting, Duneland School Corporation, 700 W. Porter Avenue, Chesterton, Indiana 46304

Exemplary Guidance, Dr. Robert J. Schrenker, School Town of Highland, 9145 Kennedy Avenue, Highlow, Indiana 46322

Elementary School Counselors, Mr. Leonard W. Smith, Lafayette School Corporation, Ninth and Brown Streets, Lafayette, Indiana 47904

Strengthening Self-Image Through Group Procedures, Mr. Donald H. Black, Selma Middle School, Selma, Indiana 47383

IOWA

Construction of Elementary Guidance Units and In-Service Instruction for Classroom Teachers in Their Use, Phase I, Mr. Arnold Paulsen, Cedar Rapids Community School District, 346 2nd Avenue, S.W., Cedar Rapids, Iowa 52404

Implementation of Assessment and Projection of Guidance Services Study in the Des Moines Schools, Mr. Lee Miller, Des Moines Community School District, Wilson Junior High School, 2430 East University Avenue, Des Moines, Iowa 50317

Individualization Through Elementary Guidance, Mr. Peter Adam, Linn-Mar Community School District, P.O. Box 307, Marion, Iowa 52302

A Project to Determine Guidance Accountability at the Elementary School Level, Mr. Wayne Mooers, Black Hawk-Buchanan County School System, 314 East 14th Street--Box 763, Cedar Falls, Iowa 50613

Elementary Guidance, Mr. George Dobrovolsky, Denison Community School District, North 16th Street, Denison, Iowa 51442

Elementary Humanizing Education, Mr. Pat Kelly, Joint County School System of Cedar, Johnson, Linn and Washington, Box 1406, 4401 6th Street Road S.W., Cedar Rapids, Iowa 52406

Self Understanding and Career Development: A County Wide Cooperative Program in Elementary Guidance, Dr. David Grindberg, Woodbury County School System, Room 302 Court House, Sioux City, Iowa 51101

Establish an Elementary Guidance Program, Mr. George Kruger, South Tama County Community School District, 1702 Harding Street, Tama, Iowa 52339

Program Implementation in Elementary School (K-6), Mr. Don VanderStoep, Maurice-Orange City Community School District, 615 Eighth Street, S.E., Orange City, Iowa 51041

Ames Elementary Guidance Counselor, Dr. Luther Kiser, Ames Community School District, 120 South Kellogg, Ames, Iowa 50010

Outreach, 1971: Self-understanding Through Developmental Counseling and Career Exploration; An Expansion of Guidance Services to the Elementary School, Ms. Jeanne Ila Logan, Woodbury Central Community School District, Merville, Iowa 51039

Workshop on Creativity and Emotional Development in Elementary School Children, Mr. Richard Nysteun, Cedar Falls Community School District, 903 Washington, Cedar Falls, Iowa 50613

Keep Elementary Education Progressive (KEEP), Mr. Bob Eldridge, Benton Community School District, Van Horne, Iowa 52346

Preventive Problem Program, Mr. Ron Schweitzer, Audubon County School System, Courthouse, Audubon, Iowa 50025

Program Accountability for Guidance and Counseling, Mr. Chuck Griffin, Newton Community School District, 807 S, 6th Avenue West, Newton, Iowa 50208

Construction of Elementary Guidance Units and In-Service Instruction for Classroom Teachers In Their Use—Phase II, Mr. Arnold Paulsen, Cedar Rapids Community School District, 346 2nd Avenue, S.W., Cedar Rapids, Iowa 52404

Elementary Home Visitations, Mr. R.A. Jacobsen, Central Webster Community School District, Burnside, Iowa 50521

Summer Visitation, Mr. Eric Linden, Clarion Community School District, 3rd Avenue, N.E., Clarion, Iowa 50525

Evaluation: Exemplary Small Group Counseling Project Jefferson Junior High School, Ms. Louise Thompson, Dubuque Community School District, 1500 Locust Street, Dubuque, Iowa 52001

A Ten Year Follow-Up Study of Interstate 35 High School Graduates From the Classes of 1962-71, Mr. Roy McCleary, Interstate 35 Community School District, Truro, Iowa 50257

Special Summer Guidance Outlook, Mr. Glenn Fear, Lowden Consolidated School District, 700 Park Avenue, Lowden, Iowa 52255

Secondary Guidance Evaluation Project, Mr. Dick Downs, Mason City Community School District, 120 East Street, Mason City, Iowa 50401

KANSAS

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Guidance and Counseling Career Development Project, Mr. Dale E. Brooks, 218 E. 7th, P.O. Box 545, Newton, Kansas 67114

Elementary Counseling Project, Mr. Keith Bray, 107 W. Grand, Hillsboro, Kansas 67063

Elementary School Guidance Project, Mr. Charles Schneider, 302 West Main, Council Grove, Kansas 66846

Elementary Guidance Project, Mr. Glenn Pyle, 301 West Kansas, McPherson, Kansas 67460

Elementary Guidance Project, Mr. Jack L. Hobbs, Hesston, Kansas 67062

Elementary Guidance and Counseling Project, Mr. Gene E. Snyder, 119 West Washington, Arkansas City, Kansas 67005

Elementary Guidance Project, Mr. Percy Sillin, 1601 Van Buren, Topeka, Kansas 66612

Elementary Guidance Project, Mr. Doyle G. Stevens, 218 E. Shawnee St., Gardner, Kansas 66030

Elementary Guidance Project, Mr. Herman Cline, Box 2000, 1005 Pitt, Olathe, Kansas 66061

Elementary Guidance Project, Mr. Gene Seifert, Box 1008, 501 Merchant, Emporia, Kansas 66801

Elementary Guidance and Counseling Project, Mr. Ennor G. Horine, 402 E. Jackson, Iola, Kansas 66749

Elementary Guidance Project, Mr. Corwin E. Bare, 640 N. Emporia, Wichita, Kansas 67214

Cooperative Elementary School Guidance Project, Mr. George B. Highfill, St. John, Kansas 67576

Elementary Guidance and Counseling Project, Mr. Donald Gasper, 801 W. Main, Anthony, Kansas 67003

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Elementary School Guidance Project, Mr. Mark O. Hack, 802 South State Street, Yates Center, Kansas 66783

Project Positive Self-Image Through Positive Social Involvement, Dr. M. Rex Fuller, P.O. Box 218, Conway Springs, Kansas 67031

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Individualized Instruction Project, Dr. Sam Sears, c/o Fayette County Board of Education, Lexington, Kentucky 40503

Educational Management Research Information Systems, Mr. Edwin R. Jones, Eastern Kentucky Educational Development Corporation, P.O. Box 1269, 925 Winchester Avenue, Ashland, Kentucky 41101

LOUISIANA

Career Guidance, Pupil Personnel Services K-12, Mr. Bruno Savoie, Ascension Parish School Board, P.O. Box 189, Donaldsonville, Louisiana 70346

A Mobile Itinerant Educational Compository, Mr. James LaBuff, Allen Parish School Board, P.O. Drawer C, Oberlin, Louisiana 70655

MARYLAND

Innovative Approach to Decentralizing and Individualizing Pupil Services, Dr. Annabelle Ferguson, Prince George's County Board of Education, Upper Marlboro, Maryland 20870

Project Stay-In, Mr. Fred Bullard, Calvert County Board of Education, Dares Beach Road, Prince Frederick, Maryland 20678

Project Colonel, Mr. William Evey, Colonel Richardson Junior High School, Federalsburg, Maryland 21632

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MICHIGAN

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Area Educational-Vocational Guidance Center, Mr. Robert G. Gravelle, Montcalm Community College, Sidney Road, Sidney, Michigan 48885

Improving Self-Concept & Raising Occupational Expectation of Disadvantaged Youth, Mr. Robert A. Warren, 100 W. Rotterdam, Muskegon Heights, Michigan 49444

Taylor Elementary Guidance Program, Mr. Gordan Lambie, 24715 Wick Road, Taylor, Michigan 48180

MINNESOTA

Supplementary Services Guidance Program, Mr. John McAllister, 226 North First Avenue East, Duluth, Minnesota 55802

Pre-School Screening and Intervention Program, Mr. J. Donald Larson, 6080 East River Road, Fridley, Minnesota 55432

Management by Objectives, Mr. Loren L. Benson, 1001 State Highway #7, Hopkins, Minnesota 55343

Reorganized Jr. High School Program, Mr. Ralph H. Johnson, Minneapolis Public Schools, 807 N.E. Broadway, Minneapolis, Minnesota 55413

Differentiated Family Counseling, Mr. Ed Stuart, 1251 West County Road B-2, St. Paul, Minnesota 55113

Accommodate Teachers in Effective Utilization of Student Data, Ms. Vonna Mallinen, 13th Avenue & 7th Street South, St. Cloud, Minnesota 56301

Training Teachers in Child Development and Guidance, Dr. Paul Boergen, 317 Second Avenue N.W., Osseo, Minnesota 55369

Humanizing Through the Teacher-Counselor Role, Dr. Roy F. Meyer, 2959 North Hamline Avenue, St. Paul, Minnesota 55113

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MISSOURI

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Area School Vocational Guidance, Mr. Paul E. Ripley, Administrative Offices, 309 Pine, Doniphan, Missouri 63935

Guidance to Facilitate Behavioral Change, Mr. Paul Maple, Mount Vernon Elementary School, Mount Vernon, Missouri 65712

Broadening Elementary Vocational Concepts, Dr. Bernard C. Campbell, 108 E. Second Street, Lee's Summit, Missouri 64063

Kirkwood Counselor-Paraprofessional Plan, Mr. Robert J. Mosby, 516 South Kirkwood Road, Kirkwood, Missouri 63122

MONTANA

Project INSIGHT, Mr. Mike Maxwell, 421 North Tenth Street, Miles City, Montana 59301

Project Understanding, Mr. Jean Muller, Ronan Senior High School, Ronan, Montana 59864

NEBRASKA

Vocational Guidance, Mr. Gerald Carnes, Ashland-Greenwood Public Schools, 12th & Boyd Streets, Ashland, Nebraska 68003

Model Guidance, Mr. Richard Triplett, Bellevue Public Schools, 2009 Franklin Street, Bellevue, Nebraska 68005

Community Guidance, Mr. Martin Petersen, Alliance Public Schools, 100 West 14th Street, Alliance, Nebraska 69301

NEVADA

Objective Based Career Guidance Program, Mr. Dennis Ortwein, Clark County School District, 2832 E. Flamingo Road, Las Vegas, Nevada 89121

Counseling and Ethnic Studies Project, Mr. Wallace Peterson, Mineral County School District, P.O. Box 1547, Hawthorne, Nevada 89415

Nye County Guidance-Counseling Services, Mrs. Florence Robinson, Nye County School District, P.O. Box 113, Tonopah, Nevada 89049

NEW HAMPSHIRE

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NEW JERSEY

Elementary Group Guidance: Teachers, Parents, Counselors, Children, Mrs. Lillie B. Graham, Board of Education, 12 Tenaflly Road, Englewood, New Jersey 07631

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Project WORK-ED—World of Related Knowledge and Educational Development, Ms. Virginia Fraleigh, Hackettstown High School, Hackettstown, New Jersey

Supportive Bilingual Guidance Services, Mr. Mitchell Potempa, 500 North Broad Street, Elizabeth, New Jersey 07207

Adult Vocational Guidance, Mr. George B. Shapiro, Woodbridge Township Board of Education, P.O. Box 428, Woodbridge, New Jersey 07095

NEW YORK

An Inservice Workshop in Humanistic Education, Ms. Tina Manalio, Kenmore-Tonawanda P.S., 1500 Colvin Blvd., Kenmore, New York 14223

Inservice Training Program for Counselors to Improve Counselor Effectiveness, Mr. Gary D. Carlson, East Greenbush C.S., East Greenbush, New York 12061

Regional Guidance Performance Assessment System, Mr. George E. Schlessler, Madison-Oneida BOCES, Spring Road, Verona, New York 13478

Behavioral Modification-Inservice Education, Ms. Coletta M. Girard, Buffalo Public Schools, 712 City Hall, Buffalo, New York 14202

Techniques of Vocational Awareness at the Elementary School, Mr. Richard Poissant, Mr. Donald Anderson, Malone Central Schools, Harison Administration Building, Malone, New York 12953

Reaching All Children Through Guidance-Individual, Group and Career Development, Ms. Ethel Flanagan, Community School District 6, 665 West 182nd Street, New York, New York 10033

Career Guidance and Materials for Inner City High School Youth, Mr. Raymond Bufford, Board of Education, Bureau of Educational and Vocational Guidance, 110 Livingston Street, Brooklyn, New York 11201

Inservice Training in the Development of Counseling Skills, Mr. Lewis Sinatra, Jamestown Public Schools, 200 East Fourth Street, Jamestown, New York 14701

Career Development Planning Project, Mr. Russell Forbes, Albany-Schenectady-Schoharie BOCES, 381 Sand Creek Road, Albany, New York 12205

Employment of Pupil Personnel Registrar in Guidance, Mr. Anthony Stabile, U.F.S.D. #5 Levittown, North Village Green, Levittown, New York 11756

Workshop on New York Puerto Rican Experience for Counselors, Ms. Margaret Fallon, Board of Education, 110 Livingston Street, Brooklyn, New York 11201

Workshop for Counselors in the Black Experience, Ms. Margaret Fallon, Board of Education, 110 Livingston Street, Brooklyn, New York 11201

Counselor Education for Communication in Spanish, Ms. Margaret Fallon, Board of Education, 110 Livingston Street, Brooklyn, New York 11201

Humanistic Education Training in District 8, Mr. Sidney Goldfarb, Ms. Mildred Lee, District 8, Bronx, 1967 Turnbull Avenue, Bronx, New York 10473

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Schenectady-Amsterdam Cooperative Guidance Program, Mr. James Aldrich, Amsterdam City Schools, 43 Division Street, Amsterdam, New York 12010

Mid-State Urban Cluster, Mr. Patrick Dempsey, Syracuse City Schools, 409 W. Genesee Street, Syracuse, New York 13203

Extending Counseling Services to Students (Cluster), Mr. Frank Uvanni, Rome Public Schools, 108 East Garden Street, Rome, New York 13440

Summer Counseling of Potential Dropouts, Mr. John Moses, Utica City Schools, 13 Elizabeth Street, Utica, New York 13501

Mid-Hudson Career Education Development Project, Mr. Cary Wood, Ulster County BOCES, 175 Route 32 North, New Paltz, New York 12561

School Health Conference-Inservice Education Pupil Personnel Staff, Ms. Coletta Girard, Buffalo City Schools, 712 City Hall, Buffalo, New York 14202

Differentiated Staffing for Guidance, Mr. John McGuire, Rochester City Schools, 13 S. Fitzhugh Street, Rochester, New York 14614

Proposal for Systems Approach to Guidance Management, Mr. Patrick Dempsey, Syracuse City Schools, 409 West Genesee Street, Syracuse, New York 13202

Project Redesign, Ms. Coletta Girard, Buffalo City Schools, 712 City Hall, Buffalo, New York 14202

Humanistic Education Inservice Project, Ms. Daisy Shaw, Board of Education, 110 Livingston Street, Brooklyn, New York 11201

Humanistic Education Inservice Project, Mr. Edward Lukoski, Hauppauge UFSD #6, 600 Town Line Road, Hauppauge, New York 11787

Humanistic Education Inservice Project, H.C. Bettinger, Pittsford C.S., Pittsford, New York 14534

Humanistic Education Inservice Project, Mr. Robert Belleville, Marcus Whitman C.S., Baldwin Road, Rushville, New York 14544

Humanistic Education Inservice Project, Mr. John Calvert, West Genesee Schools, 5203 West Genesee Street, Camillus, New York 13108

Humanistic Education Inservice Project, Mr. Dana Wilbur, Williamson C.S., Williamson, New York 14589

Humanistic Education Inservice Project, Mr. Rudolph Lantelme, Monroe-Woodbury C.S. #1, Education Center, Central Valley, New York 10917

Staff Development Program in Group Work for Junior and Senior High School Guidance Counselors, Ms. Helen Ferkani, Rockville Centre P.S., Shepherd Street, Rockville Centre, New York 11570

Humanistic Education Inservice Project, Mr. Donald Green, Gates Chili C.S., 910 Wegman Road, Rochester, New York 14624

Interim Grant for Westchester Cooperative Program for Counselors of Urban Pupils, Ms. Ruth de Lemos, Mount Vernon City Schools, 165 North Columbus Avenue, Mount Vernon, New York 10550

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Humanistic Education Inservice Project, Mr. Al Foster, Seneca Falls C.S., 76 State Street, Seneca Falls, New York 13148

Humanistic Education Inservice Project, Mr. Harold Miers, Suffolk BOCES #2, 201 Sunrise Highway, Patchogue, New York 11772

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Humanistic Education Inservice Project, Mr. Mitchell Salim, Central School District #3, 370 Cooper Road, Rochester, New York 14617

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Humanistic Education Inservice Project, Ms. Coletta Girard, Buffalo City Schools, 712 City Hall, Buffalo, New York 14202

Humanistic Education Inservice Project, Mr. Elliott Johnson, Wayne-Finger Lakes BOCES, R.D. #2, Stanley, New York 14561

Patterns for High School Guidance: An Umbrella Project to Improve High School Guidance Practices, Ms. Daisy Shaw, Board of Education, 110 Livingston Street, Brooklyn, New York 11201

Humanistic Education Inservice Project, Mr. Sidney Teitelbaum, East Meadow School District UFSD #3, Carman Avenue, East Meadow, New York 11554

Humanistic Education Inservice Project, Mr. Martin Goodrich, UFSD #1, Tonawanda, 1500 Colvin Blvd., Kenmore, New York 14223

Westchester Cooperative Project-Staff Development for Guidance Counselors, Ms. Ruth de Lemos, Mount Vernon City Schools, 165 North Columbus Avenue, Mount Vernon, New York 10550

NORTH CAROLINA

Increasing Educational Motivation Through Involvement, Mr. William Newkirk, Bertie County Schools, P.O. Box 10, Windsor, North Carolina 27983

Elementary School Guidance Counselor Project, Mr. J.B. Mitchell, Cabarrus County Schools, P.O. Box 388, Concord, North Carolina 28025

Humanistic Educational Approach to Relationships and Teaching, Mrs. Ruth Smith, Guilford County Schools, P.O. Drawer B-2, Greensboro, North Carolina 27402

Value Development Through Creative Activities, Mr. Robert Klepfer, Mooresville City Schools, P.O. Box 119, Mooresville, North Carolina 28115

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NORTH DAKOTA

Human Awareness Through Self-Enhancing Education, Mr. Dan O'Shea, Box 1358, Grand Forks, North Dakota 58201

Self-Enhancing Education Guidance Program, Mrs. Nora Dafoe, 493 N. Central, Valley City, North Dakota 58072

Supplementary Educational Center For Bottineau County Schools, Mr. James Holwell, Bottineau Public High School, Bottineau, North Dakota 58318

Counseling Services, Mr. Donald M. Matter, Central High School, Devils Lake, North Dakota 58301

OHIO

A Model for the Development of Classroom Teachers as Guidance Resource Persons—Elementary School Level, Mr. Bill Hansen, 16900 Holland Road, Brook Park, Ohio 44142

Teacher-Oriented Test Interpretive Materials and Procedures, Mr. Eugene R. Raddant, Third and Ludlow Streets, Hamilton, Ohio 45011

Guidance Assessment, Mr. Marvin Rammelsberg, Ms. Marquita McLean, 230 East Ninth Street, Cincinnati, Ohio 45202

Test Information Project, Ms. Margaret Flaming, 1380 East Sixth Street, Cleveland, Ohio 44114

Comprehensive Elementary Guidance Service Including Early Identification Through the County Office of Education—A Model, Mr. William L. Phillis, County Annex 1, 126 East Chestnut Street, Lisbon, Ohio 44432; Ms. Helen Conrad, Columbiana County Office of Education, 126 East Chestnut Street, Lisbon, Ohio 44432

Accountability in Elementary School Guidance Services, Mr. Wayne R. McQuillin, 520 Clark Street, Elyria, Ohio 44035; Mr. Leonard Strand, Elyria City Schools, 312 Fifth Street, Elyria, Ohio 44035

A Systems Approach—A Behavioral Model for Elementary Guidance, Mr. Everett Nissly, 7400 Winton Road, Cincinnati, Ohio 45224

Elementary Guidance in Gallipolis, Mr. Malcolm Orebaugh, 340 Fourth Avenue, Gallipolis, Ohio 45631

Guidance Techniques: An Approach to Pupil Behavior, Ms. Leslie Kovacs, 7600 Hillside Road, Independence, Ohio 44131

Introduction to Vocations, Mr. Robert Litell, 210 East Main Street, Loudonville, Ohio 44842

Title III—Elementary Guidance Program for Phillips and Norwood Schools, Ms. Dora Jean Bumgarner, 701 Third Street, Marietta, Ohio 45750

An Elementary School Guidance Project to Complement the Multi-Unit School Individually Guided Education (MUS/IGE) Program, Ms. Carolyn Winkhouse, 4445 Ridgewood Road, East, Springfield, Ohio 45503

ITI—Improvement Through Involvement—A Unique Approach to Elementary School Guidance, Mr. William E. Brownson, 314½ Main Street, Delta, Ohio 43515

Adult Vocational Education Counseling Service, Mr. Howard L. Neal, 1901 Selma Road, Springfield, Ohio 45505

Group Guidance Model for Rural Elementary Education, Mr. Deryn W. Devore, Monroe County Courthouse, Woodsfield, Ohio 43793; Mr. John Pollack, Woodsfield Elementary School, North Paul Street, Woodsfield, Ohio 43793

Elementary Group Guidance Instructional Program, Mr. Jerry Billow, Manhattan & Elm Streets, Toledo, Ohio 43608

Guidance and Counseling for the Educable Mentally Retarded, Mr. Raymond W. Lawrence, 630 East Main Street, Box 309, Troy, Ohio 45373

Exemplary Elementary Guidance Program, Mr. Kenneth V. Taylor, 1765 Egypt Pike, Chillicothe, Ohio 45601

Expansion of Elementary Guidance Services Through Staff Development, Parent Education, and Career Education, Mr. Earl E. Bardall, 200 Kimes Road, Zanesville, Ohio 43701

Innovative Exemplary Elementary Guidance Program, Mr. Richard Cox, Union-Scioto Elementary School, 1765 Egypt Pike, Chillicothe, Ohio 45601

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OREGON

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PENNSYLVANIA

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Career Information Banks, Mr. David Caird, Elizabeth-Forward School District, 401 Rock Run Road, Elizabeth, Pennsylvania 15037

Improving Career Counseling, Mr. D. Frederick Cullen, McKeesport Area School District, Shaw Avenue and Locust Street, McKeesport, Pennsylvania 15132

Occupational/Vocational Guidance Projects, Mr. John Sgroi, South Allegheny School District, 2743 Washington Boulevard, McKeesport, Pennsylvania 15133

Project Understanding, Mr. Harry D. Milnes, Big Beaver Falls Area School District, Carnegie Library Building, 13th Street & Seventh Avenue, Beaver Falls, Pennsylvania 15010

Guidance Materials and Resource Center, Mr. John B. Colella, Rochester Area School District, 540 Reno Street, Rochester, Pennsylvania 15074

Self-Study of A School District Guidance Program, Ms. Louise P. Sellers, Hollidaysburg School District, North Montgomery Street, Hollidaysburg, Pennsylvania 16648

Vocational Placement, Ms. Marian G. Burkot, Spring Cove School District, Central High School, Martinsburg, Pennsylvania 16662

College Technical School Summer Visitation, Dr. Clyde W. Bresee, Athens Area Schools, Frederick Street at Third Street, Athens, Pennsylvania 18810

Peer Guidance Pathfinder to Communication, Mr. Robert Buchler, Troy Area School District, P.O. Box 67, Troy, Pennsylvania 16947

Self-Study of a School District Guidance Program, Mr. Seth B. Johnston, Wyalusing Area School District, Main Street, Wyalusing, Pennsylvania 18853

Summer Vocational Counseling: Dropouts/Families, Mr. Harold W. Hunter, Bristol Township School District, 800 Coates Avenue, Bristol, Pennsylvania 19007

Counselor Industrial Experience Project, Mr. Frank D. Greco, Bristol Township School District, 800 Coates Avenue, Bristol, Pennsylvania 19007

Analysis of Local Labor Force Conditions, Mr. Frank D. Greco, Bristol Township School District, 800 Coates Avenue, Bristol, Pennsylvania 19007

Parent-Child Counseling Program, Mr. W. Donald Vaughn, Centennial School District, Second Street, Southampton, Pennsylvania 18966

Self-Development Program for Elementary Children, Mr. Richard G. Creasey, Palisades School District, R.D. #1, Kintnersville, Pennsylvania 18930

Extending and Upgrading Group Guidance Services, Mr. William L. Torildas, Southwest Butler County School District, R.D. #1, Harmony, Pennsylvania 16037

Student Selection Procedures and Techniques, Dr. Bryan Fluck, Admiral Peary Area Vocational Technical School, P.O. Box 96, Ebensburg, Pennsylvania 15931

Occupational Career Planning, Mr. Nyle Hershberger, Richland School District, 1740 Highfield Avenue, Johnstown, Pennsylvania 15904

Paraprofessional Training, Dr. Richard W. Warner, State College Area School District, 131 West Nittany Avenue, State College, Pennsylvania 16801

Standardized Testing Program Evaluation, Mr. Robert B. Campbell, Great Valley School District, Phoenixville Pike & Route 401, Malvern, Pennsylvania 19355

Peer Challenge, Mr. William A. Detwiler, West Chester Area School District, Lincoln & Montgomery Avenues, West Chester, Pennsylvania 19380

Career Guidance and Counseling Program, Mr. Joseph Orlosky, Northern Clarion County Schools, Leeper, Pennsylvania 16233

Guidance Methods for AVTS Selection, Mr. Kenneth Williams, Clearfield Area Vocational Technical School, P.O. Box 1028, Clearfield, Pennsylvania 16830

Teacher Acceptance of Vo-Tech, Mr. Robert M. Dreibelbis, Curwensville School District, Beech Street, Curwensville, Pennsylvania 16833

Renovation for New Guidance Suite, Mr. Joshua G. Harrington, Philipsburg-Osceola School District, Philipsburg, Pennsylvania 16866

- Summer Project Exploring Careers**, Mr. Joseph E. Desmond, Keystone Central School District, Bucktail High School, Bucktail Avenue, Renovo, Pennsylvania 17664
- Developmental Vocational Guidance Program**, Mr. Emaruth Knorr, Meadville Area School District, North Main Street, Meadville, Pennsylvania 16335
- Guidance Support for "Open" 1-3 Organizations**, Mr. Gary A. Crissman, Central Dauphin School District, 600 Rutherford Road, Harrisburg, Pennsylvania 17109
- COPE—Career Opportunities Potential Evaluation**, Mr. Barry S. Ramper, Lower Dauphin School District, Hummelstown, Pennsylvania 17036
- Vocational Guidance Through The Grades**, Mr. James Inniss, Upper Dauphin School District, Elizabethtown, Pennsylvania 17023
- Self-Study of a School District Guidance Program**, Mr. Kenneth E. Hall, Upper Darby School District, Lansdowne Avenue & School Lane, Upper Darby, Pennsylvania 19084
- Establishment of District-wide Guidance Program**, Mr. Boyd C. Brewer, Ridgway Area School District, 304 Walnut Street, Ridgway, Pennsylvania 15853
- VISA (Vocational Information Study)**, Ms. Marjorie Sceiford, North East School District, 2 Gibson Street, North East, Pennsylvania 16428
- Staff Development Program**, Mr. William F. Barry, North Fayette Area Vocational Technical School, Locust Street Extension, Connellsville, Pennsylvania 15425
- Pre-School Testing Program**, Mr. James E. Carter, Waynesboro Area School District, Box 72, Waynesboro, Pennsylvania 17268
- Self-Study of a School District Guidance Program**, Mr. Richard J. Jones, Indiana Area School District, 501 East Pike, Indiana, Pennsylvania 15701
- Self-Study of A School District Guidance Program**, Mr. Ralph B. Hoover, Marion Center School District, Marion Center, Pennsylvania 15759
- Expansion of Career Information**, Mr. Harold Reed, Penns Manor School District, R.D. #2, Clymer, Pennsylvania 15728
- Mobile Unit Project**, Mr. John W. Holbert, Abington Heights School District, West Grove Street, Clarks Summit, Pennsylvania 18411
- Staff Development Program**, Mr. Robert D. Muzzi, Lackawanna County AVTS, Court House Annex, 506 Spruce Street, Scranton, Pennsylvania 18503
- Planning Grant for Guidance, Counseling and Testing Program**, Mr. Benjamin Simoncelli, Northeastern Intermediate Unit 19, 506 Spruce Street, Scranton, Pennsylvania 18503
- Parents: Let's Communicate**, Ms. Beatrice Bushong, Conestoga Valley School District, 2110 Horseshoe Road, Lancaster, Pennsylvania 17601
- Learning Through the Development of Perceptual Skills**, Mr. Gene G. Swords, Lampeter-Strasburg School District, Lampeter, Pennsylvania 17537
- Comprehensive Planning for Elementary Guidance**, Mr. Norman F. Metzger, Penn Manor School District, Millersville, Pennsylvania 17551
- Self-Study of a School District Guidance Program**, Mr. Carl R. Beck, Solanco School District, R.D. #2, Quarryville, Pennsylvania 17566
- Facts/Figures About the Lawrence County AVTS**, Mr. Angelo Pezzuolo, Lawrence County Area Vocational Technical School, New Castle, Pennsylvania 16101
- Computerized Follow-up Study**, Mr. Angelo Pezzuolo, Lawrence County AVTS, New Castle, Pennsylvania 16101
- VISUO—Motor Developmental Guidance Program**, Mr. Alvin F. Coleman, Annville-Cleona School District, South White Oak Street, Annville, Pennsylvania 17002
- Resource Room—Group Guidance Facility**, Mr. Galen Donmoyer, Northern Lebanon School District, Fredericksburg, Pennsylvania 17026
- Information Inter-District Film Library**, Mr. Galen Donmoyer, Northern Lebanon School District, Fredericksburg, Pennsylvania 17026
- Developing Readiness for Individualized Vocational Exploration**, Ms. Ethel Risbon, Southern Lehigh School District, Route 309, R.D. #1, Center Valley, Pennsylvania 18034
- Student Vocational Maturity and Development**, Mr. R. Harold Saunders, Wilkes-Barre Area School District, 730 South Main Street, Wilkes Barre, Pennsylvania 18702
- Attitude Development and Personal Motivation**, Mr. Eugene Hall, Kane Area School District, Kane, Pennsylvania 16735
- Self-Study of a School District Guidance Program**, Dr. Jay L. Gruener, Norristown Area School District, 401 North Whitehall Road, Norristown, Pennsylvania 19401
- Action Team Project**, Mr. George S. Ralston, Pottstown School District, Beech & Penn Streets, Pottstown, Pennsylvania 19464
- Dropout Prevention Project**, Mr. Jacob Alderfer, Souderton Area School District, 41 North School Lane, Souderton, Pennsylvania 18964
- Elementary/Secondary Vocational Guidance Program**, Ms. Marjorie Matson, Shikellamy School District, Sixth & Walnut Streets, Sunbury, Pennsylvania 17801
- Counselor Training Project**, Mr. John Glenn, Simon Gratz High School, 17th & Luzerne Streets, Philadelphia, Pennsylvania 19140
- Self-Study of a School District Guidance Program**, Mr. Clifford J. Wood, North Potter School District, Ulysses, Pennsylvania 16948
- Early Identification and Guidance of Potential School Drop-outs and Students with Educationally Indifferent Attitudes**, Ms. Yolanda Volkay, Blue Mountain School District, R.D. #1, Orwigsburg, Pennsylvania 17961
- Sensitivity, Extensions and Additions to Pupil Services**, Mr. Dale L. Wolfinger, Ping Grove Area School District, High and Water Streets, Pine Grove, Pennsylvania 17963
- Guidance Staff Development Program**, Mr. Everett C. Nicklow, Somerset County Area Vocational Technical School, Box 31, Somerset, Pennsylvania 15501
- Self-Study of a School District Guidance Program**, Dr. R.R. Tolbert, Lewisburg School District, Central Administrative Office, Lewisburg, Pennsylvania 17837

Vocational Counseling For Educationally Non-Involved and/or Undecided Students, Mr. Frank B. Pallone, Burrell School District, Puckety Church Road, Lower Burrell, Pennsylvania 15068

Project UNITES, Ms. Lois Lang, Franklin Regional School District, 3925 Reed Boulevard, Murrysburg, Pennsylvania 15668

Guidance for Learning Disability Study, N. Verner Lloyd, Greensburg Salem School District, Greensburg, Pennsylvania 15601

Consultative Elementary Guidance Program, Ms. Camille Toth, Kiski Area School District, 184 Sherman Street, Vandergrift, Pennsylvania 17347

Happiness Is Talking and Playing, Ms. Anna Heckman, York City School District, 329 South Lindbergh Avenue, York, Pennsylvania 17405

Guidance Resource Center, Mr. William Shoemaker, Upper Adams School District, Main Street, Biglerville, Pennsylvania 17307

Parent Involvement in Program Planning, Nyle M. Hershberger, Richland School District, 1740 Highfield Avenue, Johnstown, Pennsylvania 15904

Improvement of Guidance Resource Material, Ms. Verdella Blyler, North Schuylkill School District, Ashland, Pennsylvania 17921

Learning Center, Ms. Betty Sue Schaughency, Beaver Area School District, 635 Fourth Street, Beaver, Pennsylvania 15009

Guidance Techniques for Elementary School Teachers, Ms. Ellen S. Lombardi, Chester City School District, Melrose Avenue at 18th Street, Chester, Pennsylvania 19013

Intermediate Unit Career Education Bureau, Dr. Carl Pepperman, Central Susquehanna Intermediate Unit, P.O. Box 213, Lewisburg, Pennsylvania 17837

Increasing Vocational Maturity/Reducing Dropouts, Mr. Thomas E. Austin, Bloomsburg Area School District, First & Center Streets, Bloomsburg, Pennsylvania 17815

Systematized Functional Career Counseling Project, Mr. C. Frank Christy, Warren County School District, Pennsylvania Bank & Trust Building, 315 Second Avenue, Fourth Floor, Warren, Pennsylvania 16365

Guidelines: Release of Student Information, Ms. Marian S. Robling, Scranton School District, Administration Building, 425 North Washington Avenue, Scranton, Pennsylvania 18503

Occupational Information for Non-College Bound Students, Mr. Edward Brewer, Mountain View School District, R.D. #1, Kingsley, Pennsylvania 18826

Staff Development Program, Mr. John D. Wilgeroth, Monroe County Area Vocational Technical School, P.O. Box 66, Bartonsville, Pennsylvania 18321

Wilkes-Barre Area Staff Development Program, Mr. Frank Bielenda, Wilkes-Barre Area Vocational Technical School, 669 North Washington Street, Wilkes-Barre, Pennsylvania 18705

Career Guidance Resource Center, Mr. Gary R. Darlington, Northgate School District, Bellevue, Pennsylvania 15202

Project REACH, Mr. Ernest G. Koegal, Lehigh Area School District, Lehigh, Pennsylvania 18235

Career Resource and Guidance Center, Mr. Robert Stroup, Juniata County School District, Seventh Street, Mifflintown, Pennsylvania 17059

Computerized Follow-up Study, Mr. Frank J. Pro, Gateway Senior High School, Monroeville, Pennsylvania 15146

Elementary Guidance Program Development Workshop, Mr. James Goss, Selingsgrove Area School District, Selingsgrove, Pennsylvania 17870

School Involvement in Career Planning, Mr. Harold S. Reed, Penns Manor Area School District, R.D. #2, Clymer, Pennsylvania 15728

Developmental Career Resource Program, Mr. Lanny Ross, Juniata Valley School District, Alexandria, Pennsylvania 16611

Career Exploration Seminars, Nyle Hershberger, Richland School District, 1740 Highfield Avenue, Johnstown, Pennsylvania 15904

Factors Affecting Vocational-Technical Program Choice, Dr. Virginia S. Evans, Millcreek Township School District, Erie, Pennsylvania 16506

Career Education Team Development, Mr. Robert Sealy, Penns Valley Area School District, R.D. #2, Spring Mills, Pennsylvania 16875

Self-Development for Open Space Learning, Mr. Philip E. Swayne, Palisades School District, R.E. #1, Kintnersville, Pennsylvania 18930

Stationary Guidance Center, Mr. Edward Helcoski, Riverside School District, Taylor, Pennsylvania 18517

Personal Effectiveness in Children, Mr. Clayton L. Swartzentruber, Perkiomen Valley School District, Box 338, Schwenksville, Pennsylvania 19473

Financial Aid and Scholarship Search, Ms. Helen Faust, School District of Philadelphia, Board of Education, Philadelphia, Pennsylvania 19103

Project Insight, Dr. Richard P. Keim, East Penn School District, Emmaus, Pennsylvania 18049

Vocational and Technical Counseling, Mr. Edward Terek, Forest Hills School District, Sidman, Pennsylvania 15955

Human Development Program, Mr. Walter Texter, Iroquois School District, 4301 Main Street, Erie, Pennsylvania 16511

Training Teachers as Group Counselors, Mr. Andrew N. Deeter, Berlin Brothersvalley School District, Berlin, Pennsylvania 15530

Systematic Parental Student Counseling, Ms. Anna R. Heckman, School District of the City of York, 329 Lindbergh Avenue, York, Pennsylvania 17403

Vocational Information Study Area (VIS), Mr. Frank Houk, Blackhawk School District, R.D. #1, Box 345, Darlington, Pennsylvania 16115

Career Resource Program, Ms. Mildred Fasold, Shikellamy School District, Sunbury, Pennsylvania 17801

Humanizing the Elementary Level Program, Mr. Francis X. Lucash, Methacton School District, Fairview Village, Pennsylvania 19409

Mini Course Development and Teacher Consulting Program, Mr. James C. Higgins, North Hills School District, 4900 Perry Highway, Pittsburgh, Pennsylvania 15229

Vocational, Occupational, Educational Information, Mr. Robert K. Bowman, Lebanon High School, Lebanon, Pennsylvania 17042

Self-Study of State College Area School District, Mr. Richard W. Warner, Jr., State College Area School District, 131 West Nittany Avenue, State College, Pennsylvania 16801

Guidance Self-Study of a School District Guidance Program, Ms. Mildred Fasold, Shikellamy School District, Sunbury, Pennsylvania 17801

Improvement Through Study, Mr. Walter W. Wertz, Eastern Lebanon School District, Myerstown, Pennsylvania 17067

Career Education--Grades K-8, Mr. Donald Bradshaw, Center Area School District, Monaca, Pennsylvania 15061

Elementary School Development Counseling Orientation, Mr. David J. Reuter, Harbor Creek School District, Harbor Creek, Pennsylvania 16421

Individual Career Information Center, Mr. William E. Hershiser, Charleroi Area School District, Charleroi, Pennsylvania 15022

Teacher Workshop for Human Development Program, Mr. Mario L. Berlanda, School District of Upper Moreland Township, Willow Grove, Pennsylvania 19090

Orientation, Follow-up and Placement Activities, Mr. Edward Moul, Greater Johnstown Area Vocational Technical School, 445 Schoolhouse Road, Johnstown, Pennsylvania 15904

Career Resource Center, Ms. Zelda M. Stitt, Bald Eagle School District, Wingate, Pennsylvania 16880

Developmental Counseling: Process and Program, Ms. Gloria Whitman, Dallas School District, Dallas, Pennsylvania 18612

Counseling to Improve School and Family Relationships, Mr. William A. Schuler, Bethlehem Area School District, Bethlehem, Pennsylvania 18015

Self-Study of a School District Guidance Program, Mr. Fred E. Peifley, Bethlehem Area School District, Bethlehem, Pennsylvania 18015

Career Information Center, Mr. Earl D. Manseau, Northeastern School District, Mt. Wolf, Pennsylvania 17347

Self-Study of a School District Guidance Program, Mr. Richard P. Keim, East Penn School District, Emmaus, Pennsylvania 18049

Attitude Development and Motivation II, Mr. Eugene J. Hall, Kane Area School District, Kane, Pennsylvania 16735

Community Orientation Career Guidance, Mr. Darrell J. Hess, West Mifflin Area School District, West Mifflin, Pennsylvania 15122

Self-Study of a School District Guidance Program, Mr. Michael Karolchik, Westmont Hilltop School District, Johnstown, Pennsylvania 15901

Guidance Materials Resource Centers, Dr. M.D. Rudisill, Capital Area Intermediate Unit, Lemoyne, Pennsylvania 17043

Career Information Project, Mr. Leonard Hellman, Northeastern School District, Mt. Wolf, Pennsylvania 17347

RHODE ISLAND

Helper, Mr. Donald Leonard, Hope High School, Providence, Rhode Island 02906

TENNESSEE

Multi-Center Approach to Elementary Guidance Programs, Mrs. Betty Alley, Robertson County Schools, Springfield, Tennessee 37172

Basic Skills Through Practical Arts, Mr. Clayton R. Haynes, 417 South College, Covington, Tennessee 38019

TEXAS

A Comprehensive Plan for Improving Guidance Services in Texas, Dr. James V. Clark, Texas Education Agency, 201 East Eleventh Street, Austin, Texas 78711

UTAH

Model Guidance Program, Mr. James G. Bergera, Provo School District, P.O. Box 816, Provo, Utah 84601

Pupil Services Delivery System, Mr. George LaTulippe, Weber School District, 1122 Washington Boulevard, Ogden, Utah 84404

VERMONT

Self-Awareness and Direction Through Career Education, Mrs. Gloria Morse, Danville, Vermont 05828

Hartford Project to Demonstrate Adlerian Concepts in Primary School Guidance, Mr. John Meagher, Memorial Middle School, White River Junction, Vermont 05001

VIRGINIA

Elementary Guidance Program, Mr. Samuel Hughes, Jr., Amherst County School Board, Box 469, Amherst, Virginia 24521

Community Cooperative Guidance Program, Dr. Jeannette A. Brown, Augusta County, Box 1268, Stanton, Virginia 24401

Career Development Model, Mrs. Glenda Dalton, Carroll County Public Schools, Box 456, Hillsville, Virginia 24343

Guidance and Counseling Services for Disadvantaged Students, Mr. George Gilliams, Montgomery County, Christiansburg, Virginia 24073

Improved Diagnosis and Education Advancement (IDEA), Miss Davis Harrison, Greenville County, Florence, Office Box 1156, Florence, Virginia 23847

WASHINGTON

A Model for Decision Making Through Career Counseling, Mr. Jerry Johnson, Bremerton School District, Burwell and Montgomery, Bremerton, Washington 98310

Students, Society and Work, Mr. Donald E. Wade, Cheney School District, 317 D Street, Cheney, Washington 99004

Junior High Education/Guidance Center, Mr. Jack DeMars, Totem Junior High School, 26630-40th Avenue South, Kent, Washington 98031

Guidance in Occupational Life Development, Mr. Howard Parkhurst, Intermediate School District #107, P.O. Box 151, Okanogan, Washington 98840

Interdisciplinary Program for Classroom Intervention, Mr. Wayne Foley, Gatzert Elementary School, 615--12th Avenue South, Seattle, Washington 98144

WEST VIRGINIA

Career Education: A Structured Intervention Curriculum for Appalachian Youth, Mr. Chester W. Freed, Shepherd College, Shepherdstown, West Virginia 25443

Career Development, K-Adult, Mr. William A. Edwards, 8th Street, Point Pleasant, West Virginia 25550

Elementary Preventive Guidance, Mr. Charles E. McElwee, P.O. Box 88, Marlinton, West Virginia 24954

Project DRIVE-Directed Resources in Vocational and Educational Guidance for Elementary Students, Mr. Lonnie W. Canterbury, Jr., P.O. Box 180, Spencer, West Virginia 25286

Project SPARE-Student Placement Accents Rural Education, Mr. Earl Gainer, Box 280, Glenville, West Virginia 26351

Data Processing in Improving Evaluation, Mr. Jack C. Dulaney, P.O. Box 248, New Martinsville, West Virginia 26155

Project GATE-Guidance Aide Trainee Experience, Ms. Jeane R. Roop, 801 Moran Avenue, Mullens, West Virginia 25882

WISCONSIN

A Para-Professional as a Career Resource Center Person in the Junior High, Mr. Wayne Hanson, Amery High School, 115 N. Dickey Avenue, Amery, Wisconsin 54001

Pupil Services Team Development, Ms. Frances Buffham, Appleton Public Schools, 120 E. Harris Street, Appleton, Wisconsin 54911

A Career Information Center for Career Development, K.W. Lustig, Ashland Public Schools, Ellis Avenue, Ashland, Wisconsin 54806

Regionalization of the Wisconsin Instant Information System for Students and Counselors, Mr. James E. Todey, Ashwaubenon High School, 2391 Ridge Road, Green Bay, Wisconsin 54303

Superior Student Research and Counseling for Minority Students, Mr. Otto Kolpack, Bowler Public Schools, Bowler, Wisconsin 54416

Career Development Workshop (K-12), J. Pat Wagner, Brillion Public Schools, 315 S. Main Street, Brillion, Wisconsin 54110

The Development of a Pupil Personnel Team Model, Mr. Richard G. Cobb, Brown Deer Public Schools, 8200 N. 60th Street, Brown Deer, Wisconsin 53223

Improvement of Career Guidance and Counseling Services for K-12 Students in CESA #1, Mr. Woodrow J. Sizer, P.O. Box 439, Ashland, Wisconsin 54806

Tod-Squad, Mr. Ronald Wilson, CESA #3, Municipal Building, Gillett, Wisconsin 54124

Humanization of Education Through Vocational Programming and Career Planning, Mr. Jerry Davis, CESA #5, P.O. Box 158, Elmwood, Wisconsin 54740

Mobile Career Development Resource Center, Ms. Jeanne Ode, River Falls Sr. High School, 230 N. Ninth Street, River Falls, Wisconsin 54022

Task Force Leaders for Career Development, Mr. Gene Seefelt, Regional Education Center, Area "C", Blair, Wisconsin 54616

Development of Counseling and Guidance Evaluation Model (GEM), Mr. Richard Manske, CESA #19, 9722 Watertown Plank Road, Milwaukee, Wisconsin 53226

Career Objective Exploration and Planning, Ms. Barbara Shunk, Delavan-Darien UHS, 150 Cummings Street, Delavan, Wisconsin 53115

Follow-Up Study, Ms. Joan McGregor, Eagle River UHS, Eagle River, Wisconsin 54521

Career Development Workshop, Mr. Clifford Stanford, Eau Claire Public Schools, 122 Mappa Street, Eau Claire, Wisconsin 54701

Follow-Up Study and Relationship to Vocational Educational Program, Mr. Ronald Brewster, Edgerton High School, 200 Elm High Drive, Edgerton, Wisconsin 53534

Career and Student Development, N.A. Werner, Elcho High School, Elcho, Wisconsin 54428

Curriculum Workshop in K-12 Career Development, Mr. Jerome Henning, Fond du Lac Public Schools, 72 S. Portland Street, Fond du Lac, Wisconsin 54935

Improved School-Community Relations Through Guidance Oriented Home Visitations, Mr. David Henderson, Freedom Public Schools, Route 1, Kaukauna, Wisconsin 54130

An Evaluative Study of a School Guidance Program, Mr. Keith Wunrow, Marcy Elementary School, W180 N 4851 Marcy Road, Menomonee Falls, Wisconsin 53051

Superior Student Research and Counseling for Minority Students, Ms. Judith Severson, Seymour Public Schools, 10 Circle Drive, Seymour, Wisconsin 54165

Career Development, Mr. Fred Ponschok, Shawano High School, 1050 S. Union, Shawano, Wisconsin 54166

An Educational, Vocational and Social Mainstreaming Program for Mexican-American High School Pupils, Mr. Donald C. Hoeft, Sheboygan Public Schools, 830 Virginia Avenue, Sheboygan, Wisconsin 53081

Extending Guidance Services to Community by Cable Television, Mr. Richard Carleton, Stoughton Sr. High School, 600 Lincoln Avenue, Stoughton, Wisconsin 53589

Summer Conference for Career Development, Mr. Aibert Pitts, Box 36, Highway 45, Union Grove, Wisconsin 53182

Counseling Family Groups and Teaching Management Techniques to Parents of Children with Behavioral Problems, Ms. Carol Roso, Kettle Moraine High School, P.O. Box 38, Wales, Wisconsin 53183

Development Guidance for Elementary School Pupils, G. Gale Nemec, DuPont Elementary School, 305 S. Fourth Street, Washburn, Wisconsin 54891

Accountability in School Guidance Services Through Student Follow-up Studies, Mr. John Geske, Arrowhead High School North Campus, Hartland, Wisconsin 53029

Career Development Resource Library, Mr. Allen R. Maves, Iola High School, Iola, Wisconsin 54945

The Improvement of Guidance Services in a Rural Wisconsin School District, Mr. Russell L. Dietrich, Little Wolf High School, E. Fourth Street, Manawa, Wisconsin 54949

A Guidance Approach to Designing and Implementing an Individualized Learning Program, Mr. Richard Heytens, Northwestern High School, Maple, Wisconsin 54854

Development of Career Resource Center and Staff Development in Career Education Concepts and Curriculum Development, L.C. Hendrikson, Menomonie Jr.-Sr. High School, 1715 5th Street, West, Menomonie, Wisconsin 54751

Audio-Visual Program Development on Post High School Opportunities for Indian Students, R.G. Banks, Lakeland UHS, Minocqua, Wisconsin 54548

A Follow-Up of Monroe High School Graduates, Mr. John Reese, Monroe High School, 1600 26th Street, Monroe, Wisconsin 53566

Program in Career Development, Mr. Michael Ring, Oregon Public Schools, 200 N. Main Street, Oregon, Wisconsin 53575

Career Development, Everett Marg, Oshkosh West High School, 375 N. Eagle Street, Oshkosh, Wisconsin 54901

Occupational Information Center, Mr. Allan Anderson, Pewaukee High School, 510 Lake Street, Pewaukee, Wisconsin 53072

Career Development in the Upper Elementary Grades, Mr. Gene Kyle, Racine Public Schools, 2230 Northwestern Avenue, Racine, Wisconsin

Project PURPOSE (People Using Resources, Planning, Organization and Study Effectively), Mr. Lee Nelson, Ripon Middle School, Metomen Street, Ripon, Wisconsin 54971

Project LISTEN (Learn Individual Student and Teacher Needs), Mr. Garry Michaels, D.C. Everest High School, 6500 Alderson Street, Schofield, Wisconsin 54476

From Isolation to Opportunity, Mr. Larry Stephenson, Seneca Public Schools, Seneca, Wisconsin 54654

Vocational Guidance and Follow-Up, C.B. Edwards, 110 S. Center Street, Waterford, Wisconsin 53185

A Pilot Project to Train and Employ School Counselor Aides, H.B. Rose, Pupil Personnel Services, Instructional Administration Center, 627 W. College Avenue, Waukesha, Wisconsin 53186

A Group Approach to an Understanding of Human Behavior in the Elementary School, Mr. James Hess, Waunakee, Elementary School, 501 South Street, Waunakee, Wisconsin 53597

Improved Career Guidance and Evaluation Via Follow-Up Study, Mr. Stan Kordus, Director of Instruction, Secondary Schools, Wauwatosa Public Schools, 1732 Wauwatosa Avenue, Wauwatosa, Wisconsin 53213

Program Development Through Follow-Up, Mr. Richard J. Larsen, White Lake Public Schools, White Lake, Wisconsin 54491

WYOMING

Shaping and Sharing Human Values, Mr. Stephen Shelsta, Mr. Arlyn Wainwright, Kemmerer Elementary School, Kemmerer, Wyoming 83101

Guidance for County Schools, Mr. Roger Thorson, P.O. Box 536, Sundance, Wyoming 82729

Innovative Program to Curtail Dropouts, Mr. Louis Hooban, Carbon County School District #1, Rawlins, Wyoming 82301

AMERICAN SAMOA

Guidance and Counseling Project, Mrs. Ta'ita'ifono Lavata'i, Department of Education, Government of American Samoa, Pago Pago, American Samoa 96799

THE VIRGIN ISLANDS

Pilot Program for Failure Prevention Through Pre-School Screening, Dr. Rehenia A. Gabriel, Department of Education, Post Office Box 630, St. Thomas, Virgin Islands 00801

Kindergarten Screening For Failure Prevention, Dr. Rehenia A. Gabriel, Department of Education, Post Office Box 630, St. Thomas, Virgin Islands 00801

PUERTO RICO

Guidance, Testing and Counseling, Mrs. Gladys Abad Sanchez, Department of Education Box 759, Hato Rey, Puerto Rico 00919

Counseling Services for Greater Educational Adjustment of Elementary School Students through Behavioral Changes, Mr. Ruben Vega Berrios, Superintendent of Schools, Baranquitas, Puerto Rico

Guidance and Counseling in Rural and Elementary Schools, Mrs. Gladys Abad Sanchez, Department of Education Box 759, Hato Rey, Puerto Rico 00919